New Hello!

Year 1

Term 1

Teacher's Guide

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Introduction

This Introduction contains the following sections:

- The aims of the course
- The curriculum and rationale
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The aims of the course

The framework for *New Hello English for Secondary Schools* course has been entirely redeveloped by a team of experts, using modern methodology and approaches.
The main aim of *New Hello! English for Secondary Schools Year 1* is to equip students of secondary schools with the necessary language, thinking and study skills to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New style, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on.

There is a focus on preparing students for the modern world as future employees and citizens so that they can effectively deal with today's challenges. The course achieves this by integrating 21st century skills (such as communication, problem-solving and critical thinking skills, into the learning material and by engaging students with 21st-century issues and established values. Life skills, Values and Issues can, therefore, by found throughout the course. In addition to these universal skills and themes, the course maintains a distinct Egyptian focus, with an emphasis on Egypt's place within Africa and the wider world.

The curriculum and rationale

The course uses a standards-based and learning outcomes-based, communicative approach and methodology for the teaching and learning of English. Students are presented with interesting topics and meaningful situations to help them to progress in their secondary-level language skills. They use and integrate the four language skills (listening, speaking, reading and writing) in meaningful contexts and undertake realistic language tasks which they would potentially undertake in future academic, professional or vocational situations. To do this effectively, student-to-student interaction in class is necessary. Students need to speak and work together cooperatively when asked, they need to help each other when directed, and they need to develop a sense of independence and responsibility for their own learning. Therefore they will need to be able to work together in pairs, as well as in groups, and work on their own or as a whole class.

The course aims to fulfill the standards and learning outcomes set by the Ministry of Education. It aims to assist students in the process of reaching certain behavioural and civic proficiency goals, not only in the English language, but also in the day-to-day interactions which they will encounter throughout their lives.

As students are expected to acquire learning tools and not simply to ingest rules, standards and learning outcomes are valuable and effective supports for good learning. They are clear expectations for what all students should know and be able to do. Teachers become aware that language is a means by which students achieve wider goals, and is not an end in itself. In this context, rote learning as a framework for linguistic progress becomes ineffective because it is insufficient to help students to achieve those wider educational standards.

The integrated skills approach

The curriculum is based around the four skills (reading, writing, listening and speaking). However, in contrast to previous courses where each lesson taught and practised one specific skill, several skills linked by a topic are integrated into one lesson in this course. Reading is combined with writing or listening, for example. The rationale for this new approach is that integrating skills raises student motivation levels and enables students to learn faster because they will not only be reading or listening to input about a given topic, for example, but also discussing or writing about it. Learning through an integrated approach is also extremely effective because it mirrors real-life learning and, therefore, helps students to develop learning skills which they can make use of throughout their lives.

The skills input and practice in each lesson is accompanied by exercises that focus on aspects of vocabulary or language. These exercises give students the opportunity to notice how vocabulary and language is used within the material they have read or listened to and enable them to use vocabulary or language accurately in speaking or writing activities. The key life skills (see below) are also integrated into students' work on the four skills where they are linked to the lesson topics. These same life skills are reinforced throughout the three years of preparatory study.

Life Skills

The life skills that are presented and practised in this course are skills which will enable students to effectively meet the challenges of life in the 21st Century. These include:

- **Collaboration:** How to work effectively with other people so that everyone can benefit from the experience and achieve positive outcomes.
- **Creativity**: How to come up with original and innovative ideas to produce something new or achieve improvements.
- **Critical thinking**: How to analyse facts in order to form an opinion about a given topic or situation.
- **Decision-making**: How to evaluate available evidence in order to make the right decisions for given situations.
- **Empathy**: How to understand and show understanding for other people's situations or experiences.
- **Negotiation**: How to discuss a situation with another person in order to achieve a desired outcome.
- **Problem-solving**: How to solve problems effectively and in a timely way.
- **Resilience:** How to deal with difficult situations and recover quickly from setbacks.
- **Respect for diversity:** How to understand and appreciate the differences that exist between people and show an equal amount of respect for all of them.
- **Self-management:** How to take responsibility for your own work, and show good behaviour.
- **Sharing:** How to decide which information to share with other people clearly.

The preceding skills are supported and developed by a group of values that help these life skills to develop.

Values

In addition to the life skills that are easily recognized, the course also establishes values which students need to be equipped with. These values include:

- **Work values:** How to make something perfect with openness, good communication and honesty.
- **Academic values:** Working with integrity, curiosity and objectivity; showing appreciation of science and scientists.
- **Personal values**: Showing patience, appreciation of others, compassion and independence.
- **Coexistence values**: Appreciating peace, tolerance and acceptance of others; respecting rules, rights and traditions; participation in helping others.

Issues

Issues that students need to confront in the modern world are embedded in the curriculum. These are flagged in the teacher's notes.

Issues include:

- **Non-Discrimination issues**: Learning to avoid discrimination against people of a different religion, children, women or people with special needs.
- **Citizenship issues**: Appreciating loyalty and belonging, national unity, rights and duties; showing legal awareness.
- **Environmental and developmental issues**: Showing awareness of environmental pollution and responsibility towards keeping the environment clean, and an appreciation of sustainable development and community participation.
- **Health and population issues**: Appreciating preventative and therapeutic health; awareness of overpopulation.
- **Issues of globalisation**: Showing awareness of digital citizenship, leading businesses, technology and civilizational communication.

Extending learners' linguistic knowledge

The course develops and extends the language and skills which students have acquired through previous study of the language at Primary and Preparatory levels. Previous structures, lexis and functions are built on and enriched. In the first units of the new materials, students are helped to make the transition from studies at Preparatory level by recycling previously studied language and structures in a new context with more mature content. This approach is continued and intensified through succeeding units, and more new language, skills, structures, tasks and activities are brought in to add to and deepen learners' linguistic knowledge and skills.

Taking account of learner development

These materials were developed with secondary-age students in mind. Topics were chosen to appeal to learners':

- developing physical and emotional identity
- developing awareness of the self as an individual
- interest and engagement in the world beyond the home and classroom
- positive desire to make the world a better place
- transition to greater maturity

- increasing intellectual and emotional independence
- need for positive models of behaviour and achievement

Pointing learners towards the right direction

Activities, skills and tasks in the materials are designed to channel students' developing intellectual abilities and personalities towards:

- acquiring a solid knowledge of the linguistic systems of English
- regularly consolidating and recycling knowledge and skills in new situations
- using language in purposeful, realistic and meaningful contexts
- fostering the ability to think logically, critically and constructively about a range of topics
- developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- acquiring the knowledge, skills, strategies and attitudes which underpin and make possible learner independence
- broadening their abilities to cooperate in acquiring language
- broadening their awareness of educational and civic roles and responsibilities

The Course Components

The components of *New Hello! English for Secondary Schools, Year One* are as follows:

- Student's Book and Workbook (two termly booklets)
- Teacher's Guide
- Audio, accessed via the Egyptian Knowledge Bank (www.ekb.eg)
- Digital materials, accessed via the Egyptian Knowledge Bank (www.ekb.eg)
- Website: www.newhelloforegypt.com

Student's Book and Workbook

The Student's Book is the principal means of presenting, contextualising, practising and extending the language, topics and skills introduced at this stage.

The general aims of the Student's Book are to:

- contextualise, present and practise target language
- consolidate and extend students' knowledge of English structures, functions and lexis
- extend students' strategies to cope with language skills and language learning
- develop students' sense of independence, autonomy and responsibility for their own language learning
- develop students' critical thinking skills and ability to evaluate and form opinions about and comment on a range of subjects
- give opportunities to review recent language
- expose students to a range of interesting and educationally valuable topics

The Student's Book consists of two terms, each of which is divided into two modules of three main units and a review unit.

- Each of the main units is divided into six lessons, with each lesson designed to take 40–45 minutes of classroom time.
- Lessons 1 and 2 are double-page spreads, lessons 3 and 4 are single pages, and

lessons 5 and 6 are a literature section across four pages.

- The two Review units provide revision of the vocabulary and language from the module and consolidation of the skills taught in them. Each review unit is divided into four lessons.
- At the end of the Student's Book is a Language Review section which provides extra information and examples of the language presented in the book.
- The third unit in each module focuses on a literary work, either prose or poetry. New language is introduced in the context of a series of subjects which engage the attention of the learners and which are a worthwhile and lasting contribution to the learners' broader intellectual and moral education.

The Workbook is intended to accompany the Student's Book, reinforcing the language and grammatical structures that students have already met. The purpose of the Workbook is therefore primarily to consolidate language presented in the Student's Book and to provide students with extra practice in reading, writing and manipulating known language.

- The Workbook content corresponds directly to the Student's Book lesson content. Each main unit in the Workbook is six pages long and there is one page of exercises for each lesson of the Student's Book. Workbook references are given at the end of each relevant Student's Book page.
- The Workbook contains work on vocabulary and follow-on exercises from the reading and listening texts in the Student's Book and often finishes with a writing task within the theme of the unit.
- The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learnt and to feel a sense of achievement, progress and confidence.
- The Review units in the Workbook differ from those found in the Student's Book. They are designed to be similar to the format of the Practice Exercises to allow students to become more familiar with various types of questions before they sit for their exams. However, Review Unit exercises can be done in pairs or as a class so that students become confident at completing the exam-type tasks.
- At the end of each Term book, there are three groups of Practice Exercises, set accordingly to cover various types of questions. These Practice Exercises not only indicate how well students are progressing but also prepare students for their exams.

Teacher's Guide

The Teacher's Guide includes pages from the Student's Book and Workbook alongside the teacher's notes for every element on those pages.

- A scope and sequence table at the start of the book summarises the content of the course, unit by unit.
- The introduction to the course includes a background to the methodological approach, descriptions of the published materials, and notes about useful and effective techniques and activities.
- These teacher's notes outline possible warmers, describe procedures for the implementation of exercises in the classroom and provide explanations of the connections between exercises and the Life Skills, Values and Issues they have been designed to develop.

- Teacher's notes also provide answers or suggested answers to all exercises and the audio scripts for all of the audio material.
- The Teacher's Guide also contains the answer keys to the Practice Tests which are located in the Workbook.

Audio

The audio consists of recorded dialogues and listening texts from the Student's Book and Workbook. Full tapescripts are included in the Teacher's Guide within the lesson notes. The audio can be accessed digitally via the Egyptian Knowledge Bank.

Digital materials

There is one accompanying video for each main unit in the Student's Book on a topic covered in the unit. These can be accessed via the Egyptian Knowledge Bank (www.ekb.eg). The videos can be used by teachers to encourage further discussion or reflection on the topics as well as being a useful resource to expand on and explore some of the concepts in more detail.

Website

The website (www.newhelloforegypt.com) is a new feature that provides support material for teachers and students. It also encourages students to practise their computer and internet skills.

A unit in detail

- Lessons 1 and 2 of each unit provide longer reading texts or language presentations; Lessons 3–4 provide integrated skills practice; and Lessons 5 and 6 focus on the course reader: *Treasure Island*.
- Each main unit focuses on integrated skills (listening, reading, writing and speaking), language use, life skills, values and issues.
- A variety of relevant and interesting reading and writing texts and listening/ speaking scenarios are included in the Student's Book units including emails, blogs, articles, stories, interviews, reviews and discussions.

Unit objectives

Unit objectives are provided at the start of each unit and are organised under the following headings: Reading, Writing, Listening, Speaking, Language use and Life Skills. Their aim is to provide teachers with a brief overview of what students are going to learn about and do in the unit. The order in which the unit objectives are organised is the same in every unit and does not reflect the order in which these items are presented in the unit. The objectives box also gives students a useful checklist against which to monitor their progress at the end of a unit and to help them as they come to revise for their end of term examinations.

Before you start

Every lesson begins with a *Before you start* activity to introduce the topic, stimulate interest and/or elicit prior knowledge.

Reading

A wide range of text types are used in the Student's Book and these include: emails, articles, blogs, stories, interviews and reviews. The text types chosen reflect modern means of communication which students will encounter in the real world. The exercises which accompany the reading texts are designed to check various reading skills, such as reading for gist, reading for specific information or

reading for detail. The reading texts are often used to introduce key language and vocabulary as well.

Writing

Writing skills are developed in each unit using a step by step approach, usually by introducing a model answer which students are encouraged to analyse before focusing on the stages required to prepare for, plan and write their own texts. There is a variety of text types which range from emails or blogs to short stories or reviews. In some units there is a research exercise which students may do in pairs, small groups or individually. This activity is designed to encourage students to become independent learners. They will find out information on an aspect of their choice within a given topic area. Students are encouraged to use libraries, books at home or the Internet in their research. Students also learn to make notes and plans in preparation for writing. Many of the writing activities are accompanied by a *Writing tip* box which provides students with helpful advice on an important aspect of the writing task.

Listening

Listening tasks give students the opportunity to hear English in a variety of realistic contexts. A wide variety of listening types is included such as conversations, interviews, talks, presentations, quizzes and games. As with the reading tasks, the exercises which accompany the listening tasks are designed to check various listening skills, such as listening for gist, listening for specific information or listening for detail. As well helping to develop their listening skills and improve their pronunciation, the listening tasks often introduce key functional language, such as giving opinions. All audio scripts for the recordings are given in the Teacher's Guide.

Speaking

Speaking exercises give students the opportunity to use the vocabulary and language they have learned to communicate with other students. Speaking is integrated within each unit and encourage students to think for themselves about the topics introduced in the reading and listening activities and put the language from the unit into use. The questions for discussion in pairs, small groups or whole class interactions promote critical thinking and analysis as well as enabling students to consider and connect their learning in class to their emotional development outside the classroom. There is a focus on skills and values such as empathy, cooperation, problem solving and creativity.

Language

New language is presented in a contextualised way in the form of texts with an authentic feel. These texts are then followed by *Focus on Language* boxes which highlight and present the language in a simple, clear and visually appealing way. These also contain a reference to the *Language Review* section at the back of the book which has more detailed explanations and further examples. Students practise the new language, firstly in a controlled way in written exercises which usually ask them to identify the correct form or structure, and then in a freer way by completing sentences or a text. Key language is also practised in the Workbook.

Vocabulary

New vocabulary items are often introduced in the context of reading texts, where they are highlighted in clear bold font. Students are encouraged to notice the new words and deduce their meaning from context while reading. This process is designed to reflect the way in which we typically absorb new vocabulary we encounter outside the

classroom. Vocabulary is practised in a variety of different activities, in both the Student's Book and Workbook. A *Focus on Vocabulary* box encourages students to develop their dictionary skills and increase their knowledge of lexis around the topics.

Life Skills

Life Skills exercises provide students with the chance to develop critical thinking skills and consider different opinions through thought-provoking and challenging discussion topics. Exercises marked by a thought bubble icon particularly require and practise critical thinking skills.

Reader: Treasure Island

Lessons 5 and 6 of every Student's Book unit is a course reader of *Treasure Island*, by Robert Louise Stevenson. Lessons 5 and 6 provide an excellent opportunity for students to develop the habit of independent extensive reading in English. The importance of fostering extended reading at this level cannot be overemphasised, and the additional material provided in Lessons 5 and 6 enable the student to engage in quality reading. There is scope within these lessons for students to meet some more specialised vocabulary and to discuss the themes covered in more detail. The questions included in Lesson 6 provide a means of focusing and assisting students' reading and of monitoring their progress during the pre-reading, while-reading and post-reading process.

The lesson also serves to encourage reading independently for pleasure, test students' understanding of plot, incidents and characters and cover a variety of reading skills, including skimming, scanning, summarising, inference, predication and evaluation. The new words and idioms mastered through reading the story add much to students' vocabulary.

Language Review

At the end of the book, there is a Language Review section. This highlights key structures introduced in the book and can act as an aid to revision.

Teaching *New Hello*

As previously noted, a communicative course imposes a number of different roles on how you teach, depending on what you are teaching and at which stage you are in a lesson. The next part discusses some recurring themes which emerge while teaching a communicative course.

Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by:

- getting to know the course materials very well by reading them through in advance
- planning the academic year
- getting to know individual students' names
- making sure you have any important information about students.

As the academic year progresses, regular time and effort will be needed to:

- prepare individual lessons
- learn new teaching methods, techniques and activities
- reflect on successes and constraints in the classroom
- discuss teaching with colleagues
- mark students' written work
- monitor individual students and assess their progress

Using your own initiative

The lesson notes in the Teacher's Guide can provide a useful framework for presenting the students' learning materials. The notes are carefully thought out and well organised. They should be read before a lesson and will provide you with a valuable tool to help in your teaching.

Lesson notes can add to your skill and judgement as an individual teacher, but they cannot replace them. The lesson notes here should not discourage you from using your own initiative as a teacher with a unique knowledge of the needs and characteristics of your own students.

Other considerations

Make sure that learners understand the rubrics in their books and make use of this language when giving instructions for an activity. When setting up pair work and group work, use the same instructions each lesson so that students become familiar with them.

Classroom management

The class can be organised in different ways according to the activity being taught at different times of the lesson. This will be indicated in the detailed notes for each unit. Teachers are encouraged to invest time and effort in training their classes to change from one format to another in an efficient way.

Whole-class

For whole-class work, all students face the teacher. This is useful when introducing new language, using the board to teach new vocabulary, structures or writing patterns, or introducing a new topic.

Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note taking, and some reading tasks.

Pair work

Students work with a partner to complete tasks. This gives essential practice of oral skills such as when learners engage in discussion activities, exchange ideas and opinions, or complete exercises which involve exchanging information. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example when planning writing tasks.

For some kinds of pair work, for example in controlled practice or when getting students to model new language, students should first work in closed pairs before working in open pairs.

Group work

Students work in groups of three or more to complete tasks. This also allows an opportunity for cooperative learning, and to speak in natural situations.

Cooperation

Students should be encouraged to help each other as much as possible. Research shows that where students help each other, everyone learns better, both the faster and the slower learners.

Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising speaking English, we want

students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things can contradict each other. If a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might hesitate and speak slowly to give lots of thinking time. Conversely, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy and fluency. When practising and presenting new language, it is perhaps more important to stress accuracy. During oral activities when students are making use of language in a more life-like activity, you should stress fluency, and be prepared to tolerate errors more (and intervene in the lesson less!). In this way, you encourage students to be more responsible for their own learning.

Correcting mistakes

It is important to vary how and when you correct (and indeed sometimes *if* you correct) work according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. Do not always be the source of corrections yourself. Highlight errors sometimes and give students or their peers the opportunity to correct their own work. Another approach might be to note consistent mistakes, and correct them the next time you review the language.

Technology

Throughout the course, there is an awareness that students will be communicating in a world where digital communication is prevalent and the vast majority of people use technology such as smartphones. This is reflected in the inclusion of text types such as online reviews, messages and blog posts in writing activities.

In some places, the Student's Book will encourage students to use technology themselves in the classroom, whether to complete the *Research* task in a unit or to support the Project. In some schools, using technology in the classroom or at home might not be possible and so, these features have been placed in boxes outside the flow of the lesson to make them easy for teachers to adapt by using conventional research tools if this is the case.

Assessment

Together, the Review Units and the Practice Exercises facilitate ongoing assessment of the students within the classroom and also prepare them for their quarterly exams. The Workbook Revision Units enable teachers to gauge the students' progress and to identify any areas of difficulty that may need extra input. The Practice Exercises help students practise various types of exercises to be ready for the exams.

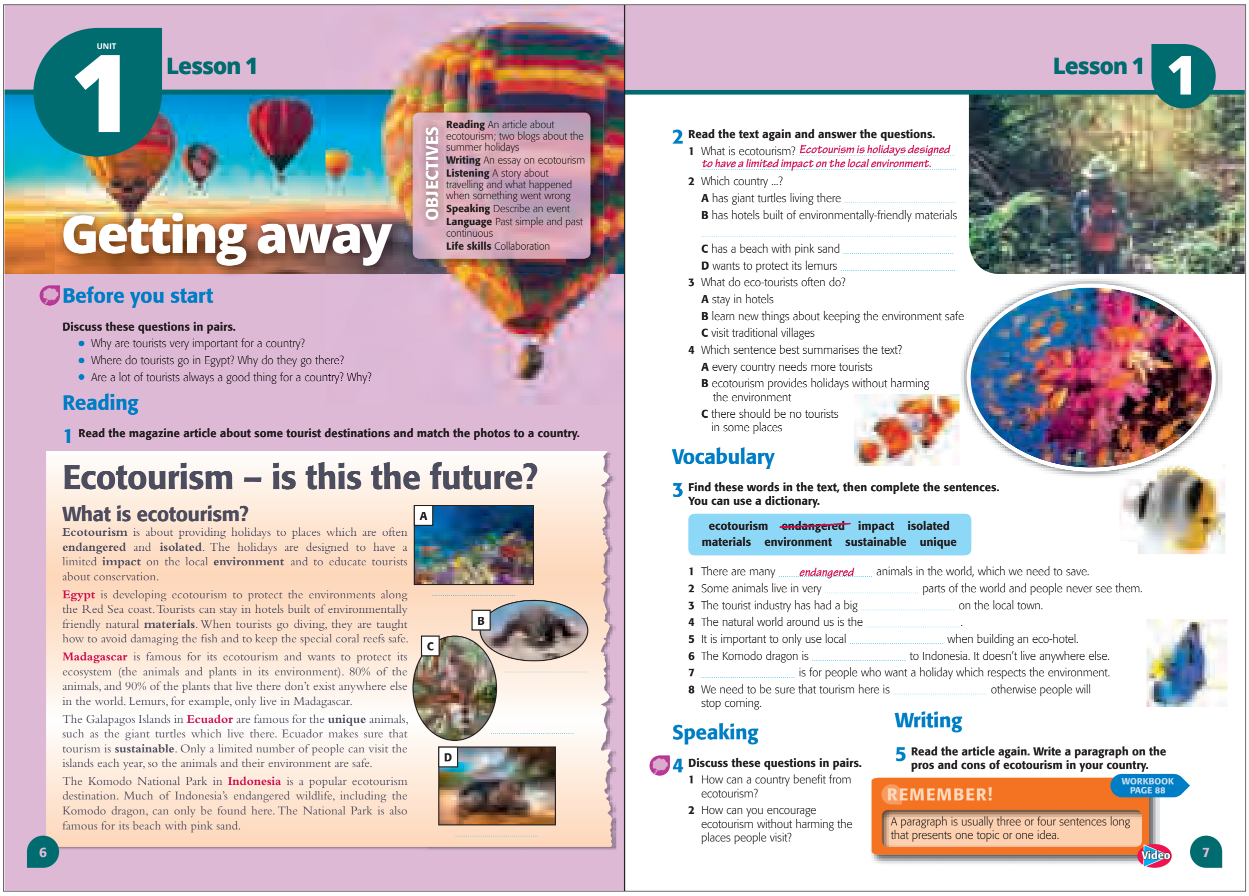
When students work on these exercises on their own and without books, ensure that they are facing the front of the classroom and ask them to remain silent. At the end of the task, collect and mark the students' work. You can record their marks in a mark book.

Individual difficulties can be dealt with by talking with the student or by setting individual exercises which may improve his or her confidence. Talk positively to the students, even about their mistakes. Show them that we learn through making mistakes!

UNIT 1 Getting away

Lesson 1

SB pages 6-7 WB page 88



UNIT 1 Lesson 1

Getting away

OBJECTIVES
Reading An article about ecotourism; two blogs about the summer holidays
Writing An essay on ecotourism
Listening A story about travelling and what happened when something went wrong
Speaking Describe an event
Language Past simple and past continuous
Life skills Collaboration

Before you start

Discuss these questions in pairs.

- Why are tourists very important for a country?
- Where do tourists go in Egypt? Why do they go there?
- Are a lot of tourists always a good thing for a country? Why?

Reading

1 Read the magazine article about some tourist destinations and match the photos to a country.

Ecotourism – is this the future?

What is ecotourism?

Ecotourism is about providing holidays to places which are often **endangered** and **isolated**. The holidays are designed to have a limited **impact** on the local **environment** and to educate tourists about conservation.

Egypt is developing ecotourism to protect the environments along the Red Sea coast. Tourists can stay in hotels built of environmentally friendly natural **materials**. When tourists go diving, they are taught how to avoid damaging the fish and to keep the special coral reefs safe.

Madagascar is famous for its ecotourism and wants to protect its ecosystem (the animals and plants in its environment). 80% of the animals, and 90% of the plants that live there don't exist anywhere else in the world. Lemurs, for example, only live in Madagascar.

The Galapagos Islands in **Ecuador** are famous for the **unique** animals, such as the giant turtles which live there. Ecuador makes sure that tourism is **sustainable**. Only a limited number of people can visit the islands each year, so the animals and their environment are safe.

The Komodo National Park in **Indonesia** is a popular ecotourism destination. Much of Indonesia's endangered wildlife, including the Komodo dragon, can only be found here. The National Park is also famous for its beach with pink sand.

A ....
B ....
C ....
D ....

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Lesson 1 1

2 Read the text again and answer the questions.

1 What is ecotourism? *Ecotourism is holidays designed to have a limited impact on the local environment.*
2 Which country ...?
 A has giant turtles living there ....
 B has hotels built of environmentally-friendly materials ....
 C has a beach with pink sand ....
 D wants to protect its lemurs ....
3 What do eco-tourists often do?
 A stay in hotels
 B learn new things about keeping the environment safe
 C visit traditional villages
4 Which sentence best summarises the text?
 A every country needs more tourists
 B ecotourism provides holidays without harming the environment
 C there should be no tourists in some places

Vocabulary

3 Find these words in the text, then complete the sentences. You can use a dictionary.

ecotourism ~~endangered~~ impact isolated materials environment sustainable unique

1 There are many *endangered* animals in the world, which we need to save.
2 Some animals live in very .... parts of the world and people never see them.
3 The tourist industry has had a big .... on the local town.
4 The natural world around us is the ....
5 It is important to only use local .... when building an eco-hotel.
6 The Komodo dragon is .... to Indonesia. It doesn't live anywhere else.
7 .... is for people who want a holiday which respects the environment.
8 We need to be sure that tourism here is .... otherwise people will stop coming.

Speaking

4 Discuss these questions in pairs.

1 How can a country benefit from ecotourism?
2 How can you encourage ecotourism without harming the places people visit?

Writing

5 Read the article again. Write a paragraph on the pros and cons of ecotourism in your country.

WORKBOOK PAGE 88

REMEMBER!
A paragraph is usually three or four sentences long that presents one topic or one idea.

Video

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OBJECTIVES

Reading: A text about ecotourism, reading for detailed understanding

Writing: Write three paragraphs about tourism

Listening: A story about travelling and what happened when something went wrong, listening for detailed understanding

Speaking: Describe an event

Language: Past simple and past continuous

Life skills: Collaboration

Before you start

1 With books closed write the title *Getting Away* on the board and ask students what it might refer to. Elicit or provide *going on holiday*.

2 Initiate a short discussion about the positive and negative aspects of tourism. For example, it can be good for the local economy and for increasing cultural awareness, but it can be bad for the environment.

3 Ask students to open their books. Allow students two or three minutes to discuss the two questions and then ask four or five pairs to tell the class their ideas.

Suggested answers

- Tourists are very important because they can learn about another country and experience a different culture. Tourists help the economy because they spend money to stay in hotels, eat at restaurants and visit monuments and museums, etc.
- Tourists in Egypt go to Giza to see the Pyramids, to Cairo, Alexandria, Luxor and Aswan to visit the historic monuments, and to seaside resorts like Hurghada and Sharm El Sheik to enjoy the Red Sea.
- A lot of tourists are usually a very good thing for a country. However, there can be some problems because tourists often visit busy places, so the roads become more crowded and there is more rubbish.

Reading

1 Read the magazine article about some tourist destinations and match the photos to a country.

1 Before reading the article ask students to look at the four photos and the four countries highlighted in red in the text and ask them to match them.

2 Allow two minutes for students to scan (quickly read) the article to check their answers. Tell them that it is not important at this stage for them to understand every word.

3 Check answers as a class. If you have a map in the classroom, ask students if they can point out the countries on the map.

Answers

A Egypt	B Indonesia	C Madagascar
D Ecuador		

2 Read the text again and answer the questions.

1 Read through the questions and answer options with the class and answer any questions they may have about vocabulary.

2 Give students about five minutes to read the text more carefully to look for the answers.

3 Check answers as a class, encouraging students to tell you where they found the answers in the text.

Answers

2 A Ecuador	2 B Egypt	2 C Indonesia
2 D Madagascar	3 B	4 B

Vocabulary

3 Find these words in the text, then complete the sentences. You can use a dictionary.

1 Point out that the words in the box are the words in bold in the text so students can check the meanings by reading the words in context if necessary.

2 Motivate students to guess the meaning of new words.

3 Remind students that some of the words are adjectives and some are nouns and that knowing this can help them decide whether a word fits in a gap in the sentence or not.

4 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

2 isolated	3 impact	4 environment
5 materials	6 unique	7 ecotourism
8 sustainable		

Speaking

4 Discuss these questions in pairs.

1 Encourage students to think about the ideas in the text initially and then to add any other ideas of their own.

2 Make sure students know the meaning of *benefit from* and *harm*.

3 As they are speaking, move around the classroom to provide vocabulary as necessary.

4 Feedback by asking some pairs to report back to the class. As they do, make some notes on the board to help students in the writing task which follows.

5 Always praise good work to motivate others to share.

Students' own answers.

Writing

5 Read the article again. Write a paragraph on the pros and cons of ecotourism in your country.

1 Ask students to guess the meaning of *pros and cons*. Elicit the proper meaning or provide *advantages and disadvantages*.

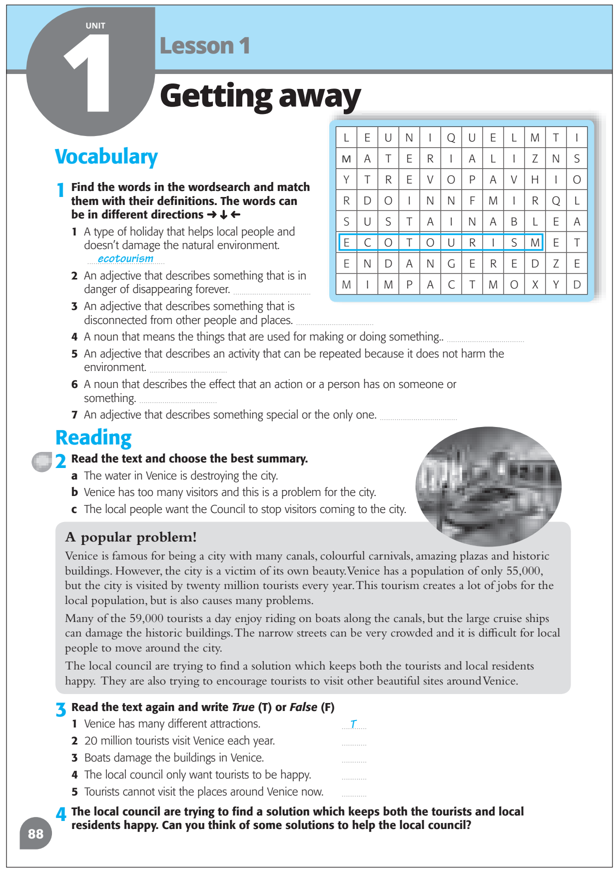
2 Remind students of the ideas in the 'before you start' discussion and point out the notes on the board from Exercise 4.

3 Read the Remember! box with the class. Allow six or seven minutes to write the paragraph.

4 Remind students to check their spelling and grammar when they finish writing.

Students' own answers.

WB page 88



UNIT 1

Lesson 1

Getting away

Vocabulary

1 Find the words in the wordsearch and match them with their definitions. The words can be in different directions → ↓ ←

L	E	U	N	I	Q	U	E	L	M	T	I
M	A	T	E	R	I	A	L	I	Z	N	S
Y	T	R	E	V	O	P	A	V	H	I	O
R	D	O	I	N	N	F	M	I	R	Q	L
S	U	S	T	A	I	N	A	B	L	E	A
E	C	O	T	O	U	R	I	S	M	E	T
E	N	D	A	N	G	E	R	E	D	Z	E
M	I	M	P	A	C	T	M	O	X	Y	D

1 A type of holiday that helps local people and doesn't damage the natural environment. *ecotourism*
2 An adjective that describes something that is in danger of disappearing forever. ....
3 An adjective that describes something that is disconnected from other people and places. ....
4 A noun that means the things that are used for making or doing something.. ....
5 An adjective that describes an activity that can be repeated because it does not harm the environment. ....
6 A noun that describes the effect that an action or a person has on someone or something. ....
7 An adjective that describes something special or the only one. ....

Reading

2 Read the text and choose the best summary.
a The water in Venice is destroying the city.
b Venice has too many visitors and this is a problem for the city.
c The local people want the Council to stop visitors coming to the city.

A popular problem!

Venice is famous for being a city with many canals, colourful carnivals, amazing plazas and historic buildings. However, the city is a victim of its own beauty. Venice has a population of only 55,000, but the city is visited by twenty million tourists every year. This tourism creates a lot of jobs for the local population, but is also causes many problems.

Many of the 59,000 tourists a day enjoy riding on boats along the canals, but the large cruise ships can damage the historic buildings. The narrow streets can be very crowded and it is difficult for local people to move around the city.

The local council are trying to find a solution which keeps both the tourists and local residents happy. They are also trying to encourage tourists to visit other beautiful sites around Venice.

3 Read the text again and write *True* (T) or *False* (F)
1 Venice has many different attractions. *T*
2 20 million tourists visit Venice each year. ....
3 Boats damage the buildings in Venice. ....
4 The local council only want tourists to be happy. ....
5 Tourists cannot visit the places around Venice now. ....

4 The local council are trying to find a solution which keeps both the tourists and local residents happy. Can you think of some solutions to help the local council?

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Vocabulary

1 Find the words in the wordsearch and match them with their definitions. The words can be in different directions.

1 Ask students to find the words listed in the word square.

2 Students match the words with the definitions.

3 Check answers with the class.

Answers

1 ecotourism 2 endangered 3 isolated
4 material 5 sustainable 6 impact
7 unique

L	E	U	N	I	Q	U	E	L	M	T	I
M	A	T	E	R	I	A	L	I	Z	N	S
Y	T	R	E	V	O	P	A	V	H	I	O
R	D	O	I	N	N	F	M	I	R	Q	L
S	U	S	T	A	I	N	A	B	L	E	A
E	C	O	T	O	U	R	I	S	M	E	T
E	N	D	A	N	G	E	R	E	D	Z	E
M	I	M	P	A	C	T	M	O	X	Y	D

Reading

2 Read the text and choose the best summary.

1 Go through the three answer options with the students and check understanding.

2 Allow students a few minutes to scan the text to find the correct answer.

3 Check answers. If possible try to make students give reasons for their choice.

Answers

B

3 Read the text again and write True (T) or False (F).

1 Read through the sentences with the class.

2 Ask students to read the text again to complete the task. They can do this in pairs. Check their answers as a class.

Answers

2 True
3 False (cruise ships damage it)
4 False (they want residents to be happy, too)
5 False (they want them to visit other sites around Venice)

4 The local council are trying to find a solution which keeps both the tourists and local residents happy. Can you think of some solutions to help the local council?

1 Read the question as a class. Students can discuss it in small groups.

2 Ask the groups to share their ideas and have a vote on the best solutions.

3 Discuss their answers. Praise good work.

Students' own answers.

Video

1 Ask students to use the EKB to watch a video on " The impact of tourism on the places visited."

2 Show them how to use the EKB, if necessary.

3 You could ask them questions to check understanding in the next lesson, for example:

How do tourist offices help local people?

Why doesn't the tourism office in Amsterdam advertise its city today?

How and when should tourists travel around a country?

4 Discuss students' answers.

Video script

Do tourists usually stop and think about the impact they have on the place they're visiting?

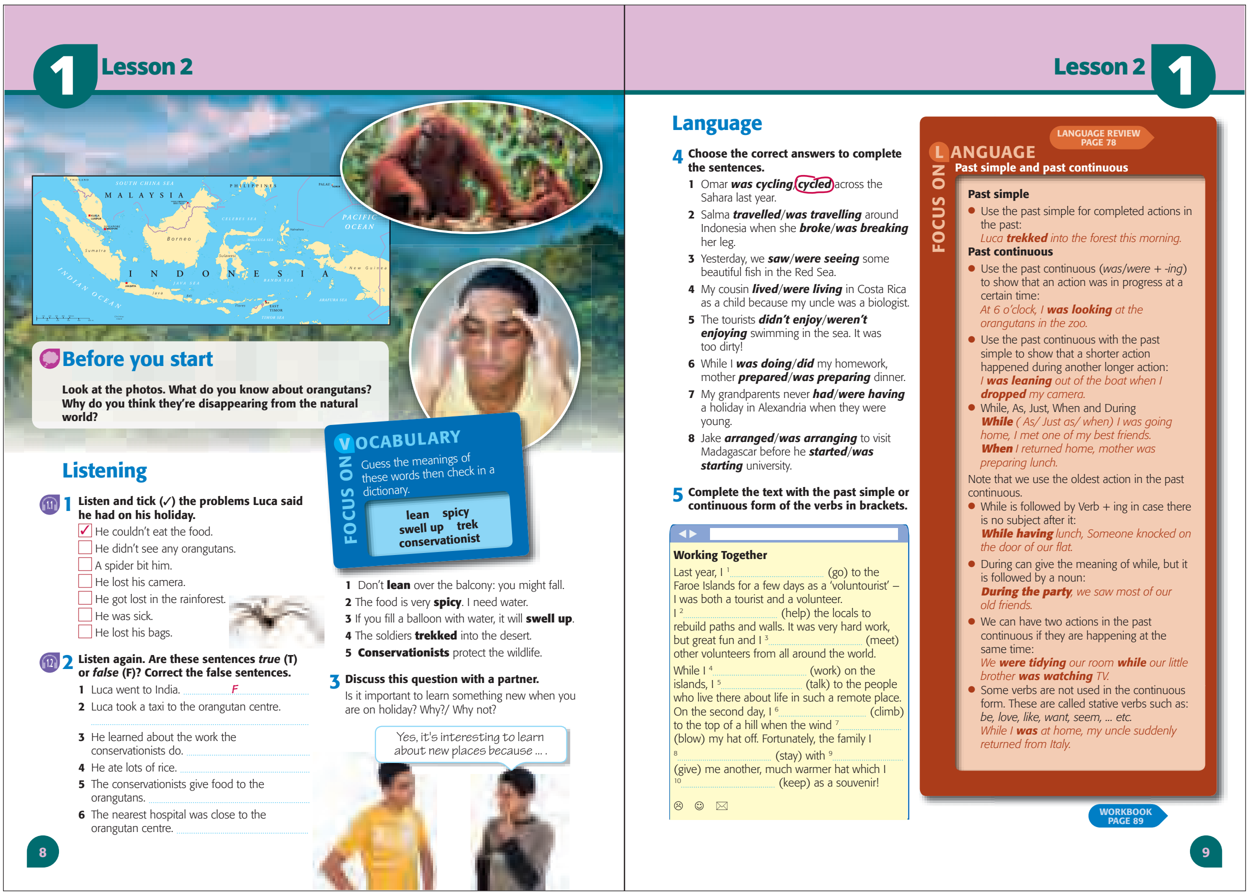
The tourist offices in cities which are popular with tourists think about how tourism affects their cities. They consider the advantages and disadvantages. They try to help local people cope with lots of visitors in the streets of their city.

A good example is Amsterdam in the Netherlands. Twenty years ago, the city's tourism office was spending a lot of money advertising the city, but they don't do this anymore. The city has about 18 million visitors a year and that is more than enough for a community of 1.5 million local people.

In future, people should think more about the environment and local people when they are travelling. For example, they should use public transport if they can, and try not to travel when the roads and trains are very busy with local people travelling to work. There is plenty of space for everyone if we are considerate of each other!

Lesson 2

SB pages 8–9 WB page 89



Before you start

Look at the photos. What do you know about orangutans? Why do you think they're disappearing from the natural world?

1 Draw attention to the photos and map and use the questions to initiate a class discussion. Provide vocabulary as necessary. Accept all reasonable answers.

Suggested answers

- Orangutans are large apes which live in Indonesia. They live in the forests and eat fruit, leaves and insects. They can live for 50 years.
- Orangutans are disappearing from the natural world because their habitats are disappearing. People are cutting down the forests, so they can use the land to make new farms.

Listening

1 Listen and tick (✔) the problems Luca said he had on his holiday.

1 Tell students they are going to listen to Luca talking to his friend about his holiday. Ask individual students to read the list of problems and check understanding of vocabulary as they do.

2 Before playing the recording, allow students a few minutes to check the meanings of the words in the Focus on Vocabulary box using the words in context and checking in their dictionaries.

3 Play the recording and ask students to tick the problems Luca had.

4 Check answers as a class.

Answers

A spider bit him.
He lost his camera.
He was sick.
He lost his bags.

Audioscript

Luca:	*Last summer I decided not to go on holiday to Greece with my friends, but do something different.*
Klara:	*So where did you go?*
Luca:	*Well, as I'm studying Biology I thought I'd go to Indonesia to find out more about the orangutans there. So, I booked a holiday with an ecotourism company and went to Borneo.*
Klara:	*What was it like?*
Luca:	*A bit of a disaster although I did love the rainforests. When we got to Jakarta, we caught an internal flight to Borneo, but my luggage never arrived so, I had to buy new clothes. The next morning, we took a boat up the river to the orangutan centre and while I was leaning out of the boat to take photos, I dropped my camera.*
Klara:	*Oh, no. Did you manage to get it back?*
Luca:	*No way, the river's really deep, so I just had to leave it, but I was very annoyed, but at least I had my phone. It took two days to get to the centre so while we were sitting on the boat, the guide told us all about the orangutans and what the conservationists are doing there. It sounded really exciting. When we arrived, the guide introduced us to the people working there and then we had dinner.*
Klara:	*What was the food like?*
Luca:	*It was mainly rice and vegetables, but they were very spicy. I don't like spicy food, so I only ate the rice. By the end of the week, I was eating the vegetables and fish though as I was so hungry.*
Klara:	*Well, I'm glad to hear you're not such a fussy eater anymore. What did you do every day?*
Luca:	*We got up about six every morning as that's when the sun rises, had breakfast and then trekked into the forest to learn about the orangutans from the people who are looking after them.*
Klara:	*Did you feed them?*
Luca:	*No, they're wild animals, not pets. We just observed them, made notes and took photos. We also learnt about other animals, birds and insects in the rainforests. Unfortunately, at the end of the first week, a spider bit me while I was sleeping and my arm swelled up.*
Klara:	*So what happened?*
Luca:	*I had to go to hospital – but as the nearest hospital was 200 km away, I had to go by helicopter. I stayed there for a week all alone and then went back to the centre, but as soon as I got back I was ill. One of the tourists was making the dinner that night and he wasn't a good cook. He didn't clean the fish properly and everybody was sick. I'm staying at home this summer!*

2 Listen again. Are these sentences true (T) or false (F)? Correct the false sentences.

1 Read through the statements as a class, checking understanding.

2 Play the recording for the second time. Students should try to remember, or make a note of, why the false sentences are false.

3 Go through the exercise with the class. If necessary, play the recording again.

Answers

1 F He went to Indonesia/Borneo.
2 F He went by boat.
3 T
4 T
5 F They are wild animals.
6 F It was 200km away.

3 Discuss this question with a partner.

1 Read the question with the class and allow students a few minutes to discuss their ideas in pairs.

2 Ask the pairs to report back to the class and compare their opinions.

Language

4 Choose the correct answers to complete the sentences.

1 Go over the information in the *Focus on Language* box and refer students to the

Language Review as necessary.

2 Try to elicit some other stative verbs from students and if necessary, elicit or provide some further examples of each verb form. For example, *She was eating dinner at 8pm, She was watching TV when her mobile phone rang, I believed* (NOT I was believing) *in ghosts when I was a child*.

3 Show why we use verbs like *watch* and *eat* in progress and why we don't use verbs like *believe* in progress, when necessary.

4 Encourage students to read the full sentence before they choose the correct verb form in Exercise 4.

5 Allow students a few minutes to compare their answers with a partner.

6 Feedback by asking individual students to read the sentences and if appropriate ask them to explain their choices. You can explain why they used the two verbs in the past continous in No. 6.

Answers

1 cycled
2 was travelling; broke
3 saw
4 lived
5 didn't enjoy
6 was doing; was preparing
7 had
8 arranged; started

5 Complete the text with the past simple or continuous form of the verbs in brackets.

1 Read the title of the text and ask students to predict what it will be about. Then allow them a few minutes to scan the text quickly to check (It's about tourists/volunteers working together with local people).

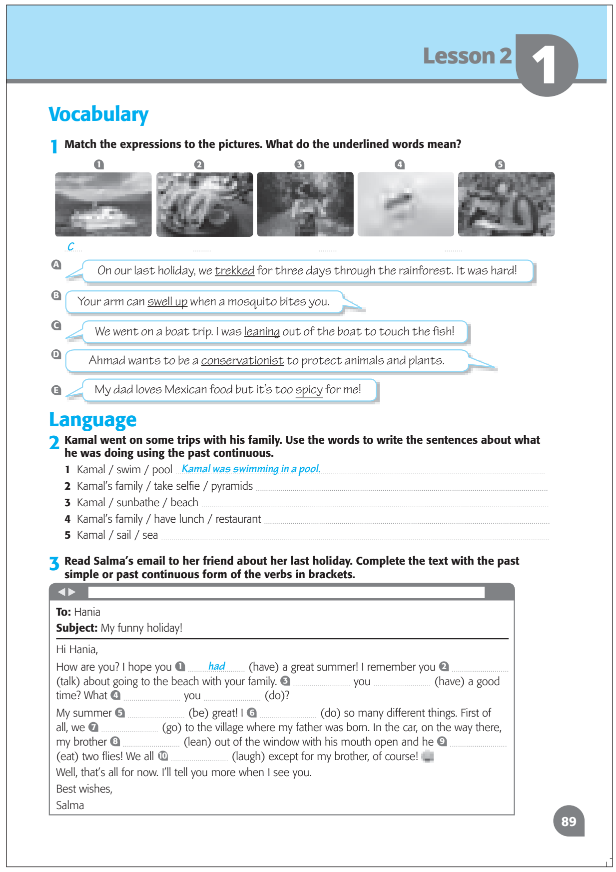
2 Ask students to work in pairs to complete the gaps, reminding them to use the information in the *Focus on Language* box as necessary.

3 Feedback as a class by asking students to read the text aloud.

Answers

1 went	2 helped	3 met
4 was working	5 talked	6 climbed
7 blew	8 was staying	
9 gave	10 kept	

WB page 89


Lesson 2 1

Vocabulary

1 Match the expressions to the pictures. What do the underlined words mean?

1 C 2 ...... 3 ...... 4 5

A On our last holiday, we trekked for three days through the rainforest. It was hard!
B Your arm can swell up when a mosquito bites you.
C We went on a boat trip. I was leaning out of the boat to touch the fish!
D Ahmad wants to be a conservationist to protect animals and plants.
E My dad loves Mexican food but it's too spicy for me!

Language

2 Kamal went on some trips with his family. Use the words to write the sentences about what he was doing using the past continuous.
1 Kamal / swim / pool *Kamal was swimming in a pool.*
2 Kamal's family / take selfie / pyramids ......
3 Kamal / sunbathe / beach ......
4 Kamal's family / have lunch / restaurant ......
5 Kamal / sail / sea ......

3 Read Salma's email to her friend about her last holiday. Complete the text with the past simple or past continuous form of the verbs in brackets.

To: Hania
Subject: My funny holiday!

Hi Hania,
How are you? I hope you 1 *had* (have) a great summer! I remember you 2 ...... (talk) about going to the beach with your family. 3 ...... you ...... (have) a good time? What 4 ...... you ...... (do)?
My summer 5 ...... (be) great! I 6 ...... (do) so many different things. First of all, we 7 ...... (go) to the village where my father was born. In the car, on the way there, my brother 8 ...... (lean) out of the window with his mouth open and he 9 ...... (eat) two flies! We all 10 ...... (laugh) except for my brother, of course!
Well, that's all for now. I'll tell you more when I see you.
Best wishes,
Salma

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Vocabulary

1 Match the expressions to the pictures. What do the underlined words mean?

1 Allow students a few minutes to match the pictures and expressions in pairs.

2 Ask students to translate the underlined words. First, urge them to guess the meaning. If they are not sure, they can use their dictionaries.

3 Check answers as a class.

Answers

2 E   3 A   4 B   5 D

Definitions

trek: hike / walk on a difficult journey

swell up: to get bigger and rounder

lean: to be in a sloping position

conservationist: a person whose job it is to help protect natural things such as wild animals, forests etc.

spicy: containing chilli or other spices that give a burning feeling

Language

2 Kamal went on some trips with his family. Use the words to write the sentences about what he was doing using the past continuous.

1 Ask students to write sentences about Kamal's holiday using the prompts. Read the example with class to check understanding. Remind them to use the past continuous tense.

2 Check answers by asking different students to read out their sentences.

Answers

2 Kamal's family was taking selfies/a selfie at/in front of the pyramids.
3 Kamal was sunbathing on the beach.
4 Kamal's family was having lunch at a restaurant.
5 Kamal was sailing on the sea.

3 Read Salma's email to her friend about her last holiday. Complete the text with the past simple or past continuous form of the verbs in brackets.

1 Encourage students to read the email through before completing the gaps with the correct verb form.

2 Students can check their answers with a partner before class feedback.

Answers

1 had   2 were talking   3 Did … have
4 did … do   5 was
6 did   7 went
8 was leaning   9 ate
10 laughed

Lesson 3

SB page 10   WB page 90


1 Lesson 3

Before you start

Discuss these questions in pairs.
1 What do you usually do during your school holidays?
2 How do you feel during school holidays?

Reading

1 Read these two blogs. How does each person feel?

This is me on our hotel balcony in Sharm El-Sheikh. It's brilliant here and there are **loads of things** to do. I'm **over the moon** visiting Egypt. The weather's really hot so we spend most of the time in the water.

James

My sister and I are learning to dive with some other teenagers at the resort. I love diving; it's so relaxing and you can see all these amazing fish in the sea. I want to get an underwater camera so I can take photos of them.

Last week, we were in Luxor and visited the ancient temples there. I'm not usually interested in history, but I actually found them fascinating and am really glad we went there.

Day 10 of my summer holidays! I'm so bored – all my friends are away or busy with their family and **I'm stuck** here at home. The weather's awful and there's nothing to do.

Katy

Last week, I went to stay with my grandparents for a few days, which was nice, but they live in a tiny village with no shops. I was helping Granddad in his garden most of the time. He grows all his own vegetables – he says it's cheaper than buying them.

Maybe I'll try and grow some lettuce in our garden when it stops raining. I was watching a programme on TV this morning about gardening – maybe I'll have a new hobby!

2 Answer the questions. Write Katy, James or Both.
A Who …?
1 isn't going away this summer? *Katy*
2 is enjoying himself/herself? ……
3 learnt something new? ……
4 helped grow something? ……
5 enjoyed something they didn't expect to? ……
B Do you think they made good use of their holidays? Why? Why not?

Speaking

3 Discuss these questions in pairs.
1 Is it important to have a holiday every year? Why/why not?
2 Which new hobbies would you like to try during the school holidays? Why?
3 What can you do in your area during the school holidays?

REMEMBER!
Blogs often use idioms:
Over the moon = very excited or happy
I'm stuck = I'm forced to stay here.
Loads of things = a lot of things

WORKBOOK PAGE 90

10

Before you start

Discuss these questions in pairs.

1 Put students in pairs to discuss the questions.

2 Ask three or four pairs to report their answers to the class.

Students' own answers.

Reading

1 Read these two blogs. How does each person feel?

1 Draw attention to the photos of the two people who wrote the blogs and ask students how they think they are feeling.

2 Encourage students to scan the texts to find out if their predictions were correct.

3 Check answers as a class.

Answers

James is excited.
Katy is bored.

2 Answer the questions. Write Katy, James or Both.

1 Check students understand the questions and that there are three possible answers.

2 Give them a few minutes to read the texts again to answer the questions.

3 Encourage students to compare their answers with a partner.

4 Check answers eliciting where in the texts the students found the answers.

Answers

2 James 3 James 4 Katy 5 Both

Remember!

1 Draw students' attention to the Remember! box.

2 Ask them why they think blogs often use idioms and accept their ideas. Explain that blogs are usually in a chatty, informal style, so they contain informal language and idioms.

3 Read these idioms with the students. Encourage them to make new sentences including these idioms. This will help them to remember these new phrases.

Speaking

3 Discuss these questions in pairs.

1 Read through the questions with the class, checking understanding.

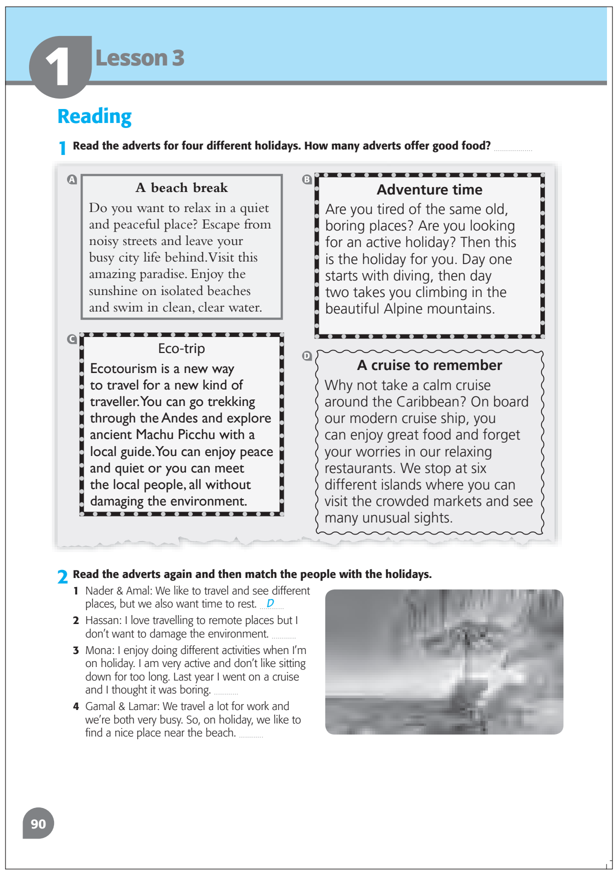
2 Allow students three or four minutes to discuss the questions with their partner.

3 Move around the classroom and monitor the students as they have the discussion and offer help as needed.

4 Feedback by asking some pairs to report their answers to the class.

Students' own answers.

WB page 90


1 Lesson 3

Reading

1 Read the adverts for four different holidays. How many adverts offer good food?

A A beach break
Do you want to relax in a quiet and peaceful place? Escape from noisy streets and leave your busy city life behind. Visit this amazing paradise. Enjoy the sunshine on isolated beaches and swim in clean, clear water.

B Adventure time
Are you tired of the same old, boring places? Are you looking for an active holiday? Then this is the holiday for you. Day one starts with diving, then day two takes you climbing in the beautiful Alpine mountains.

C Eco-trip
Ecotourism is a new way to travel for a new kind of traveller. You can go trekking through the Andes and explore ancient Machu Picchu with a local guide. You can enjoy peace and quiet or you can meet the local people, all without damaging the environment.

D A cruise to remember
Why not take a calm cruise around the Caribbean? On board our modern cruise ship, you can enjoy great food and forget your worries in our relaxing restaurants. We stop at six different islands where you can visit the crowded markets and see many unusual sights.

2 Read the adverts again and then match the people with the holidays.
1 Nader & Amal: We like to travel and see different places, but we also want time to rest. D
2 Hassan: I love travelling to remote places but I don't want to damage the environment. ……
3 Mona: I enjoy doing different activities when I'm on holiday. I am very active and don't like sitting down for too long. Last year I went on a cruise and I thought it was boring. ……
4 Gamal & Lamar: We travel a lot for work and we're both very busy. So, on holiday, we like to find a nice place near the beach. ……

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Reading

1 Read the adverts for four different holidays. How many adverts offer good food?

1 Ask students to skim (read quickly) the

descriptions of the holidays and answer the question.

2 Check answers as a class

Answers

1 (D)

2 Read the adverts again and then match the people with the holidays.

1 Ask students to read the descriptions of the people and match them with the best holiday.

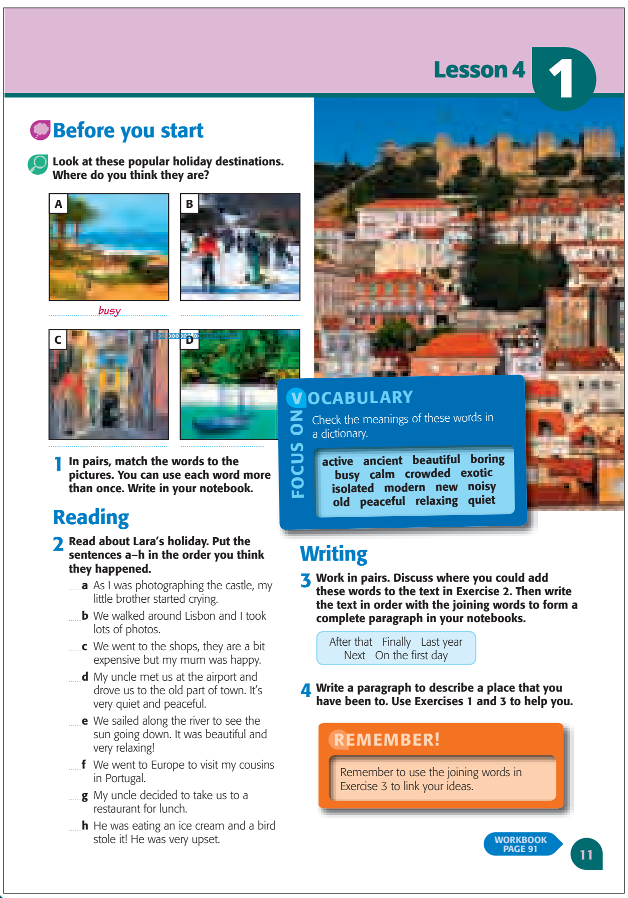
2 Check answers as a class. Encourage students to justify their choices.

Answers

1 D 2 C 3 B 4 A

Lesson 4

SB page 11 WB page 91


Lesson 4 1

Before you start

Look at these popular holiday destinations. Where do you think they are?

A B C D

busy

1 In pairs, match the words to the pictures. You can use each word more than once. Write in your notebook.

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

active ancient beautiful boring busy calm crowded exotic isolated modern new noisy old peaceful relaxing quiet

Reading

2 Read about Lara's holiday. Put the sentences a–h in the order you think they happened.

...... a As I was photographing the castle, my little brother started crying.

...... b We walked around Lisbon and I took lots of photos.

...... c We went to the shops, they are a bit expensive but my mum was happy.

...... d My uncle met us at the airport and drove us to the old part of town. It's very quiet and peaceful.

...... e We sailed along the river to see the sun going down. It was beautiful and very relaxing!

...... f We went to Europe to visit my cousins in Portugal.

...... g My uncle decided to take us to a restaurant for lunch.

...... h He was eating an ice cream and a bird stole it! He was very upset.

Writing

3 Work in pairs. Discuss where you could add these words to the text in Exercise 2. Then write the text in order with the joining words to form a complete paragraph in your notebooks.

After that Finally Last year Next On the first day

4 Write a paragraph to describe a place that you have been to. Use Exercises 1 and 3 to help you.

REMEMBER!

Remember to use the joining words in Exercise 3 to link your ideas.

WORKBOOK PAGE 91

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Before you start

Look at these popular holiday destinations. Where do you think they are?

1 Direct students' attention to the photos and elicit suggestions for where they might be.

2 Accept all answers.

1 In pairs, match the words to the pictures. You can use each word more than once. Write in your notebook.

1 Encourage students to check the meanings of any words in the *Focus on Vocabulary* box that they don't know in their dictionaries.

2 Students work in pairs to match the words with the photos. Remind them that they can use the words more than once.

3 Check answers by asking pairs to read their list of words for each photo. Accept any reasonable answers.

Suggested answers

Photo A: beautiful, boring, crowded, exotic, modern, new, peaceful, relaxing

Photo B: active, beautiful, busy, crowded, exotic, peaceful, quiet

Photo C: active, ancient, beautiful, noisy, old,

Photo D: beautiful, boring, calm, exotic, isolated, peaceful, relaxing, quiet

Reading

2 Read about Lara's holiday. Put the sentences a–h in the order you think they happened.

1 Tell students they are going to read a description of Lara's holiday.

2 Encourage students to decide the order in which the things happened. Elicit the first sentence from the class before letting students continue individually.

3 Ask students to compare their answers with

a partner before checking as a class.

- Reassure students that there are several possible answers, but the story should start with an opening sentence introducing the topic and end with the sun going down.

Suggested answers

1 f, 2 d, 3 b, 4 a, 5 h, 6 g, 7 c, 8 e

3 Work in pairs. Discuss where you could add these words to the text in Exercise 2. Then write the text in order with the joining words to form a complete paragraph in your notebooks.

1 Put students in pairs to discuss where the words and phrases listed could be used.

2 Check answers as a class.

Suggested answers

Last year, we went to Europe to visit my cousins in Portugal. **On the first day**, my uncle met us at the airport and drove us to the old part of town. We walked around Lisbon and I took lots of photos. As I was photographing the castle, my little brother started crying. He was eating an ice cream and a bird stole it! He was very upset. **Next**, my uncle decided to take us to a restaurant for lunch. **After that**, we went to the shops, they are a bit expensive but my mum was happy. **Finally**, we sailed along the river to see the sun going down. It was beautiful and very relaxing!

Writing

4 Write a paragraph to describe a place that you have been to. Use Exercises 1 and 3 to help you.

1 Explain to students that they are going to write a description similar to Lara's (Exercise 2).

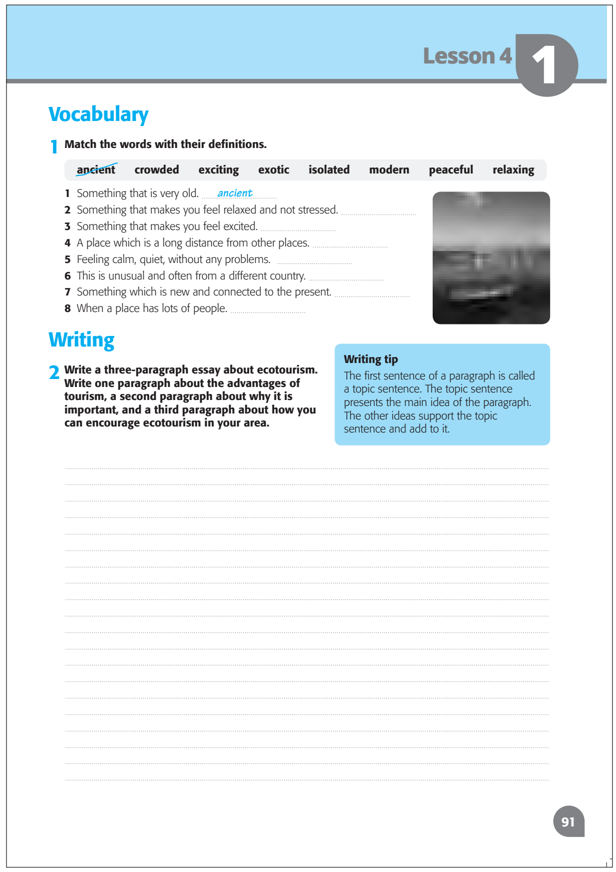
2 Read the Remember! box and remind them to use the linking phrases in Exercise 3.

3 As students are writing, move around the classroom to provide language support as necessary.

4 Ask some students to read their descriptions out to the class.

Students' own answers.

WB page 91


Lesson 4 1

Vocabulary

1 Match the words with their definitions.

ancient crowded exciting exotic isolated modern peaceful relaxing

1 Something that is very old. ancient
2 Something that makes you feel relaxed and not stressed. ....
3 Something that makes you feel excited. ....
4 A place which is a long distance from other places. ....
5 Feeling calm, quiet, without any problems. ....
6 This is unusual and often from a different country. ....
7 Something which is new and connected to the present. ....
8 When a place has lots of people. ....

Writing

2 Write a three-paragraph essay about ecotourism. Write one paragraph about the advantages of tourism, a second paragraph about why it is important, and a third paragraph about how you can encourage ecotourism in your area.

Writing tip
The first sentence of a paragraph is called a topic sentence. The topic sentence presents the main idea of the paragraph. The other ideas support the topic sentence and add to it.

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Vocabulary

1 Match the words with their definitions.

1 Students work in pairs to match the words and definitions.

2 Go around and provide help when necessary.

3 Check answers as a class.

Answers

2 relaxing 3 exciting 4 isolated
5 peaceful 6 exotic 7 modern
8 crowded

Writing

1 Write a three-paragraph essay about ecotourism. Write one paragraph about the advantages of tourism, a second paragraph about why it is important, and a third paragraph about how you can encourage ecotourism in your area.

1 Go through the instructions and the Writing tip to make sure students understand well.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

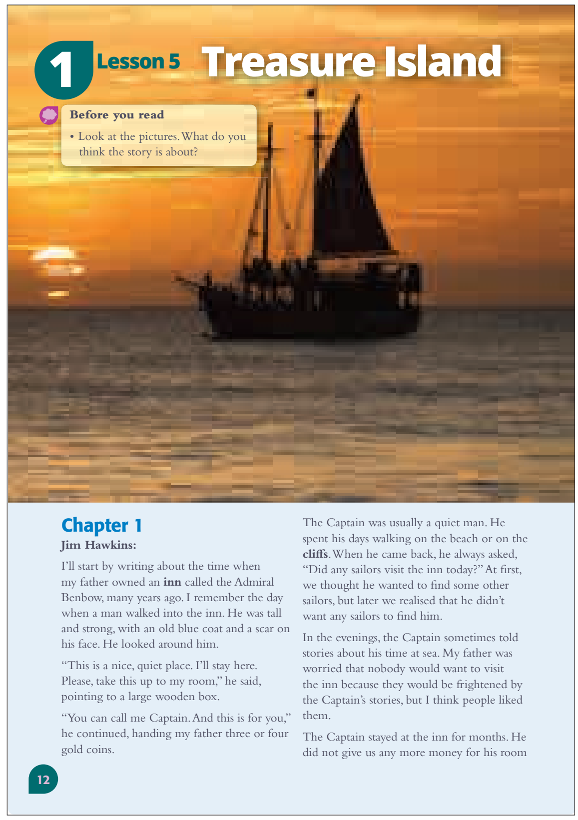
3 Students can write the article at home or in class.

4 Check their work when they have finished.

Students' own answers.

Lesson 5

SB pages 12–14



1 Lesson 5 **Treasure Island**

Before you read

• Look at the pictures. What do you think the story is about?

Chapter 1

Jim Hawkins:

I'll start by writing about the time when my father owned an **inn** called the Admiral Benbow, many years ago. I remember the day when a man walked into the inn. He was tall and strong, with an old blue coat and a scar on his face. He looked around him.

"This is a nice, quiet place. I'll stay here. Please, take this up to my room," he said, pointing to a large wooden box.

"You can call me Captain. And this is for you," he continued, handing my father three or four gold coins.

The Captain was usually a quiet man. He spent his days walking on the beach or on the **cliffs**. When he came back, he always asked, "Did any sailors visit the inn today?" At first, we thought he wanted to find some other sailors, but later we realised that he didn't want any sailors to find him.

In the evenings, the Captain sometimes told stories about his time at sea. My father was worried that nobody would want to visit the inn because they would be frightened by the Captain's stories, but I think people liked them.

The Captain stayed at the inn for months. He did not give us any more money for his room

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Lesson 5 1

and my father did not **dare** to ask him for more.

One morning, the Captain went for a walk along the beach. I was helping my mother to make breakfast when another man walked into the inn. He was thin and **pale**, with three fingers on his left hand. He sat down and asked, "Is this table here for my friend Bill?"

I told him that I did not know Bill and said that the table was for the Captain.

"Well, my friend Bill might say that he's the Captain," he said. "He has a **scar** on his face and likes to tell a story. Is that him?"

"Yes," I said. "He's gone for a walk."

"Which way did he walk?" he asked.

I pointed towards the beach. The man stood up and waited by the door for the Captain to return.

When the Captain saw the man, he looked **pale** and ill.

"Black Dog!" the Captain said.

"That's right," he replied. "I've found my friend Bill! We've had a lot of adventures since I lost these fingers!"

I left them to talk. Then suddenly there were loud shouts and both men stood up and ran outside. The Captain had a **sword** and then I saw Black Dog running away with blood on his arm. The man continued running until we could not see him.

The Captain walked back into the inn. He looked ill and suddenly he fell over. I thought perhaps he was hurt from the fight. At that moment, the doctor arrived to see my father who was sick.

"Help us, Dr Livesy! The Captain is hurt!" said my mother.

The doctor looked at him and said, "He is not hurt, but he is very ill. Help me to take him upstairs."

We took the Captain up to his bedroom and the doctor gave him some medicine. The Captain stayed in bed, but he was not quiet. He told me about his travels at sea, and said that he had something which people wanted.

13



1 Lesson 5

"Black Dog is not as bad as some of the other men." he said, "They all want to find me. Tell me if you see them!"

That evening, my father died. I felt terrible and forgot all about the strange things that the Captain told me.

Then, a week later, I saw a **blind** man coming down the road towards the inn. He stopped outside the door when he was near and asked, "Where am I? Will a kind person help me?"

"You are at the Admiral Benbow Inn in Black Hill Cove," I told him.

At that moment, he **grabbed** my hand.

"Take me to the Captain!" he said. "Take me to him now!"

I walked with the blind man into the inn and took him to the Captain. The Captain looked very surprised to see him.

"Now, Bill, stay where you are. I can hear you. Take this." He then put something in the Captain's hand, turned round and left.

The Captain looked at what the man gave him.

"Ten o'clock!" he said. "I have time!"

Then the Captain suddenly fell to the floor. He was dead.

I found my mother and we talked about what we should do. We knew that the Captain had a box in his room and it probably had money in it. The blind man and Black Dog probably wanted this. I thought about taking the box to Dr Livesy, but I did not want to leave my mother. We knew that we were in danger. We decided to go to the nearest village and ask our neighbours for help **guarding** the inn.

However, none of the people in the village wanted to help us. They did not come back with us, but one man went to tell Dr Livesy. Another man said that we could have his gun.

It was dark when we returned to the inn. We found the key to the box in the captain's jacket. I also saw the message that the blind man gave to the Captain. It said, "You have until ten o'clock tonight."

We went upstairs and my mother soon opened the box with the key. Inside, we found some clothes, some guns, some papers and other things. We also found a bag with some coins inside.

"We only have time until ten o'clock," I said. "Let's leave before the blind man and Black Dog return."

"I'll only take the money which the Captain **owes** us," my mother said, opening the bag.

We stood up to leave, and I decided to take the papers from the box, too. We walked as quickly as we could back towards the village, but as we walked, we heard the sound of people in the road behind us.

"Take the money and run," said my mother. "I'm too weak to continue."

I did not want to leave her, so we stopped under a bridge, where we could hide in the dark.

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Before you read

1 Read the question as a class and draw attention to the photos.

2 Elicit suggestions from students and ask some follow up questions as necessary, such as *How are the pictures connected?*

Reading

1 Let students read the chapter of the story.

2 Monitor students and support when necessary.

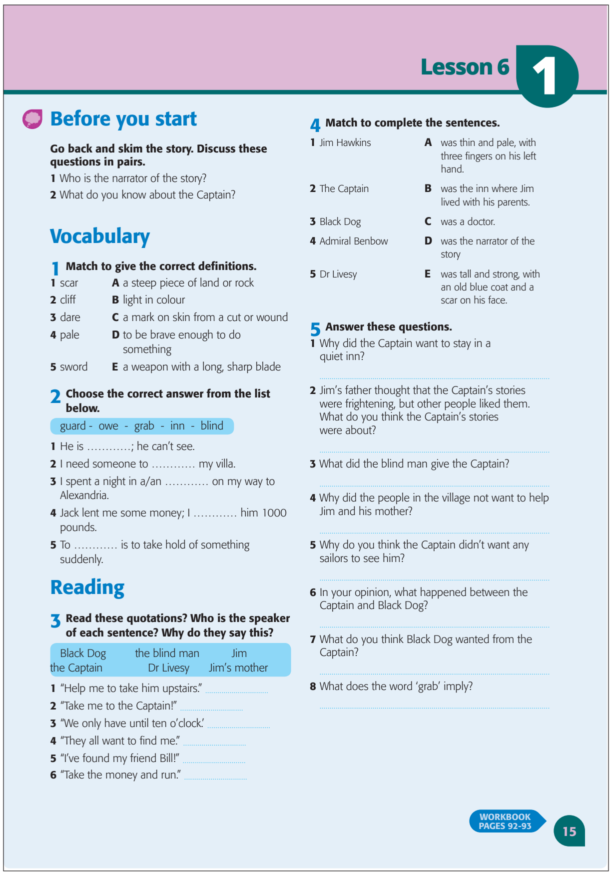
3 When students have finished, encourage them to discuss the story in pairs.

4 Bring the class together and ask them to name the characters in the story. Check pronunciation. There is audio of the character names on the Egyptian Knowledge Bank, so encourage students to listen to all audios on the EKB.

5 Encourage students to check the meaning of the words in bold in the story.

Lesson 6

SB page 15 WB pages 92-93


Lesson 6 1

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 Who is the narrator of the story?
2 What do you know about the Captain?

Vocabulary

1 Match to give the correct definitions.

1 scar	A a steep piece of land or rock
2 cliff	B light in colour
3 dare	C a mark on skin from a cut or wound
4 pale	D to be brave enough to do something
5 sword	E a weapon with a long, sharp blade

2 Choose the correct answer from the list below.

guard - owe - grab - inn - blind

1 He is ....; he can't see.
2 I need someone to .... my villa.
3 I spent a night in a/an .... on my way to Alexandria.
4 Jack lent me some money; I .... him 1000 pounds.
5 To .... is to take hold of something suddenly.

Reading

3 Read these quotations? Who is the speaker of each sentence? Why do they say this?

Black Dog the blind man Jim the Captain Dr Livesy Jim's mother

1 "Help me to take him upstairs." ....
2 "Take me to the Captain!" ....
3 "We only have until ten o'clock.' ....
4 "They all want to find me." ....
5 "I've found my friend Bill!" ....
6 "Take the money and run." ....

4 Match to complete the sentences.

1 Jim Hawkins	A was thin and pale, with three fingers on his left hand.
2 The Captain	B was the inn where Jim lived with his parents.
3 Black Dog	C was a doctor.
4 Admiral Benbow	D was the narrator of the story
5 Dr Livesy	E was tall and strong, with an old blue coat and a scar on his face.

5 Answer these questions.

1 Why did the Captain want to stay in a quiet inn?
2 Jim's father thought that the Captain's stories were frightening, but other people liked them. What do you think the Captain's stories were about?
3 What did the blind man give the Captain?
4 Why did the people in the village not want to help Jim and his mother?
5 Why do you think the Captain didn't want any sailors to see him?
6 In your opinion, what happened between the Captain and Black Dog?
7 What do you think Black Dog wanted from the Captain?
8 What does the word 'grab' imply?

WORKBOOK PAGES 92-93 15

Before you start

1 Read the questions as a class and give the students a few minutes to skim the story.

2 Feedback by getting details of Jim and the Captain.

Vocabulary

1 Match to give the correct definitions.

1 Look at the first word (1 scar) as a class and ask students to find it in bold on page 13. Ask them to use the context to help them match it to a meaning.

2 Then allow students a few minutes to match the words to the definitions with a partner before class feedback.

Answers

1 C 2 A 3 D 4 B 5 E

2 Choose the correct answer from the list below.

1 Look at the first question as a class and elicit the answer. Tell the students they can find the words in bold in the text to help work out the meaning.

2 Then allow students a few minutes to complete the sentences with a partner before class feedback.

Answers

1 blind	2 guard	3 inn
4 owe	5 grab	

Reading

3 Read these quotations. Who is the speaker of each sentence? Why do they say this?

1 Look at the first question as a class and elicit the answer. Elicit the context where someone would say the sentences to help students if they don't remember.

2 Then allow students a few minutes to complete the questions with a partner before class feedback.

Answers

1 Dr Livesey. He wants help to carry the Captain upstairs to his room because the Captain is very ill.
2 The blind man. He wants someone to take him to see the Captain because he cannot see where the Captain is.
3 Jim. The blind man and Black Dog are coming back to the inn at ten o'clock, so Jim and his mother need to leave quickly.
4 The Captain. He tells Jim that people want to find him to take something that he has.
5 Black Dog. He has found the Captain, who he calls Bill.
6 Jim's mother. She wants her son to be safe from Black Dog and the blind man, so she tells Jim to leave her and run away.

4 Match to complete the sentences.

1 Look at number 1 as a class and elicit the answer.

2 Then allow students a few minutes to complete the questions with a partner before class feedback.

Answers

1 D 2 E 3 A 4 B 5 C

5 Answer these questions.

1 Look at the first question as a class and elicit answers. Tell the students to think about the Captain's situation to help them.

2 Then allow students a few minutes to discuss the questions with a partner before class feedback.

Suggested answers

1 He didn't want the other sailors to find him.
2 Adventures at sea
3 A message asking for the box at ten o'clock.
4 They were scared.
5 He thought they would take his box.
6 Black Dog tried to take the box, so they had a fight.
7 Students' own answers.
8 'Grab' implies taking something quickly by force.

WB page 92-93

1 Story

Treasure Island



Chapter 1

1 Complete the sentences with these words.

blind cliff dare ~~grabbed~~ guard owed pale scar

1 Tarek was late, so he ....*grabbed*.... his school bag and ran for the bus.
2 Although they cannot see, ... people can often hear better than other people.
3 The taxi stopped and Lina asked the driver how much money she ....
4 When I was little, my brother asked me to climb a tree in the park, but I didn't .... It was too dangerous.
5 The beach is busy today, so can you .... my bag while I go for a swim?
6 My grandfather worked at night and didn't see the sun very often, so he was always very ....
7 Ali has a .... on his hand after he cut it with a knife.
8 Be careful if you walk that way. There is a big .... and you don't want to fall!

2 Match the people and places a–f from the story with the descriptions.

1 ☐ the person who tells the story	**a** Admiral Benbow
2 ☐ the nearest place where other people live	**b** Black Dog
3 ☐ a sailor who comes to stay at the inn	**c** Black Hill Cove
4 ☐ the place where the inn is	**d** the Captain (Bill)
5 ☐ the inn where Jim lives with his parents	**e** Jim Hawkins
6 ☐ a pale thin man with three fingers	**f** the village

3 Read Chapter 1 again quickly. Who has the following?

1 an inn by the sea ....
2 a scar on his face ....
3 blood on his arm ....
4 a gun that they borrow from a neighbour ....
5 the papers from the Captain's box ....

4 Circle *True* or *False* and correct the false sentences.

1 The Captain did not want any sailors to find him at the inn. True / False
....
2 The Captain paid a lot of money for his room. True / False
....
3 One day, a black dog waits for the Captain at the inn. True / False
....
4 The Captain tells Jim that he has something other people want. True / False
....

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Story 1

5 Jim and his mother's neighbours agree to help them guard the inn. True / False
....
6 Jim's mother takes all the money from the box in his room. True / False
....

5 Put the events from Chapter 1 in the correct order.

a ☐ A blind man gives the Captain a note, then the Captain dies.
b ☐ The Captain chases a man with three fingers from the inn.
c *1* A man with a scar on his face decides to stay at the Admiral Benbow inn.
d ☐ Jim takes the papers from the Captain's box and walks towards the village.
e ☐ Visitors to the inn liked the stories that the Captain told them.
f ☐ Jim and his mother open the box inside the Captain's room.

6 Read the quotations and answer the questions.

1 *"He did not give us any more money for his room and my father did not dare to ask him for more."*
Why do you think Jim's father didn't dare ask the Captain for money?
....
2 *"'I'll only take the money which the Captain owes us,' my mother said, opening the bag."*
What does this tell us about Jim's mother?
....
3 *"We stood up to leave, and I decided to take the papers from the box, too. We walked as quickly as we could back towards the village, but as we walked, we heard the sound of people in the road behind us."*
Who do you think the people are, and what do you think they want to do?
....

7 Answer these questions.

1 Do you expect Jim will leave his mother? Why?/Why not?
....
2 How would you describe the beginning of the story? Are you enjoying it? Why/Why not?
....

8 Imagine that you are Jim's mother opening the Captain's box in his room. Write what you say to Jim as you take out the things inside it.

....

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1 Complete the sentences with these words.

1 Go through the example as a class and elicit what type of word the answer is (verb) to help students identify what is needed in the gaps.

2 Allow students to complete the sentences individually before class feedback.

Answers

1 grabbed
2 blind
3 owed
4 dare
5 guard
6 pale
7 scar
8 cliff

2 Match the people and places a–f from the story with the descriptions.

1 Encourage students to scan the text quickly for the names if they need to check.

2 Allow students to check answers with a partner before class feedback.

Answers

1 e 2 f 3 d 4 c 5 a 6 b

3 Read Chapter 1 again quickly. Who has the following?

1 Go through the questions before students read to focus them on what they need to read for.

2 Then allow students a few minutes to complete the exercise with a partner before class feedback.

Answers

1 Jim Hawkins and his family
2 The captain (Bill)
3 Black Dog
4 Jim Hawkins and his mother
5 Jim Hawkins

4 Circle True or False and correct the false sentences.

1 Go through the first question and elicit the answer. Ask students how they know.

2 Then allow students a few minutes to complete the exercise before checking with a partner and then class feedback.

Answers

1 True
2 False. He paid three or four gold coins, but he owed money by the end of his stay.
3 False. One day a man called Black Dog waits for the Captain at the inn.
4 True
5 False. Jim and his mother's neighbours do not want to help them guard the inn.
6 False. Jim's mother only takes the money they are owed from the box in the Captain's room.

5 Put the events from Chapter 1 in the correct order.

1 Elicit what happened at the start of the story and then direct students to order the sentences.

2 Then allow students a few minutes to complete the exercise with a partner before class feedback.

Answers

1 c	2 e	3 b	4 a	5 f	6 d

6 Read the quotations and answer the questions.

1 Go through the first question and elicit answers. Allow any reasonable suggestion.

2 Then allow students a few minutes to complete the exercise before checking with a partner and then class feedback.

Suggested answers

1 His father was afraid to ask for more money.
2 Jim's mother is an honest person.
3 They are sailors who want the Captain's box.

7 Answer these questions.

1 Go through the first question and elicit answers. Allow any reasonable suggestion.

2 Then allow students a few minutes to answer the questions with a partner before class feedback.

Students' own answers.

8 Imagine that you are Jim's mother opening the Captain's box in his room. Write what you say to Jim as you take out the things inside it.

1 Go through the question and elicit answers. Prompt the students to say why they would or wouldn't say.

2 Give students a few minutes to write their answers in sentences. Monitor and help students when necessary.

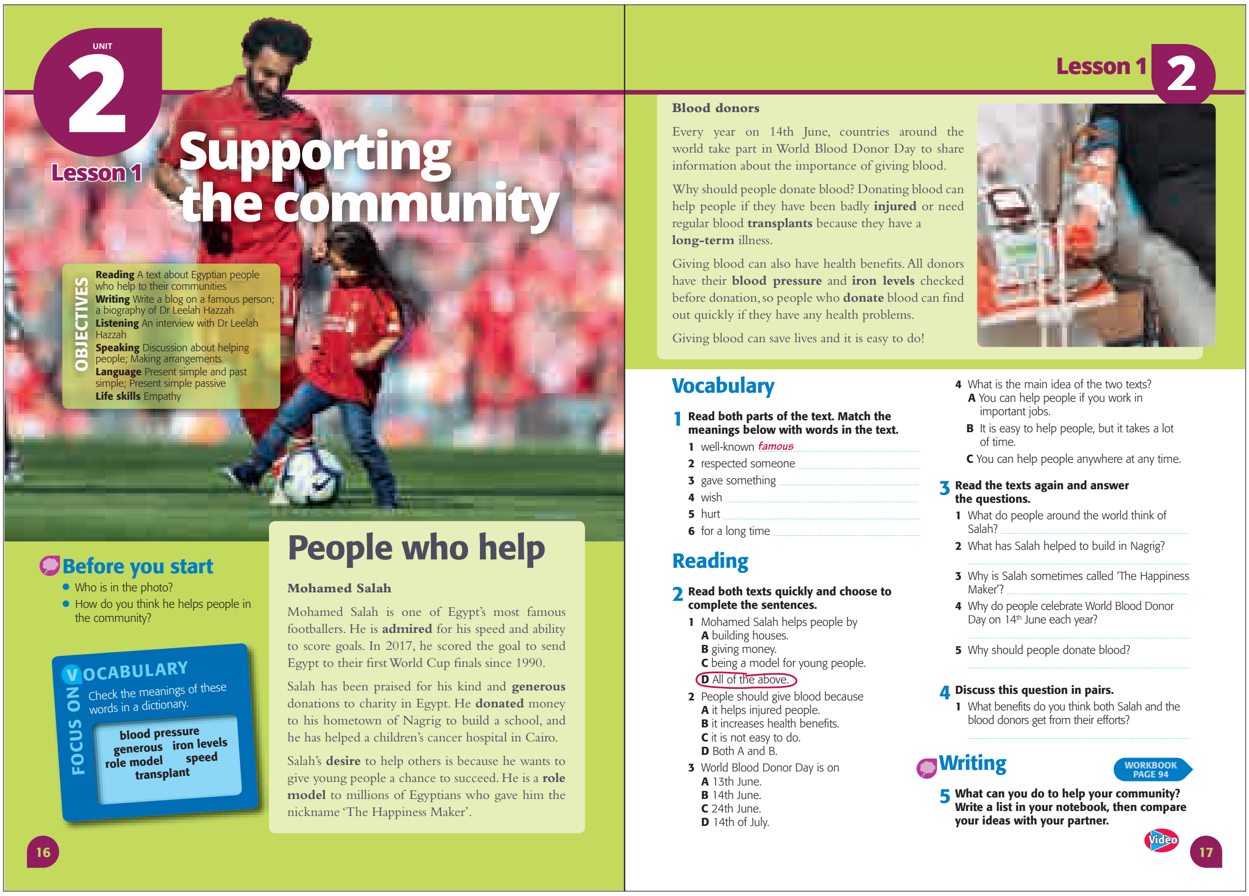
3 Feedback by getting a few students to read their answers while the others listen and say if they have a similar answer.

Students' own answers.

UNIT 2 Supporting the community

Lesson 1

SB pages 16-17 WB page 94



UNIT 2

Lesson 1

Supporting the community

OBJECTIVES
Reading A text about Egyptian people who help to their communities
Writing Write a blog on a famous person; a biography of Dr Leelah Hazzah
Listening An interview with Dr Leelah Hazzah
Speaking Discussion about helping people; Making arrangements
Language Present simple and past simple; Present simple passive
Life skills Empathy

Before you start
- Who is in the photo?
- How do you think he helps people in the community?

FOCUS ON VOCABULARY
Check the meanings of these words in a dictionary.
blood pressure
generous iron levels
role model speed
transplant

People who help

Mohamed Salah

Mohamed Salah is one of Egypt's most famous footballers. He is **admired** for his speed and ability to score goals. In 2017, he scored the goal to send Egypt to their first World Cup finals since 1990.

Salah has been praised for his kind and **generous** donations to charity in Egypt. He **donated** money to his hometown of Nagrig to build a school, and he has helped a children's cancer hospital in Cairo.

Salah's **desire** to help others is because he wants to give young people a chance to succeed. He is a **role model** to millions of Egyptians who gave him the nickname 'The Happiness Maker'.

16

Lesson 1 2

Blood donors

Every year on 14th June, countries around the world take part in World Blood Donor Day to share information about the importance of giving blood.

Why should people donate blood? Donating blood can help people if they have been badly **injured** or need regular blood **transplants** because they have a **long-term** illness.

Giving blood can also have health benefits. All donors have their **blood pressure** and **iron levels** checked before donation, so people who **donate** blood can find out quickly if they have any health problems.

Giving blood can save lives and it is easy to do!

Vocabulary

1 **Read both parts of the text. Match the meanings below with words in the text.**
1 well-known *famous*
2 respected someone
3 gave something
4 wish
5 hurt
6 for a long time

Reading

2 **Read both texts quickly and choose to complete the sentences.**
1 Mohamed Salah helps people by
A building houses.
B giving money.
C being a model for young people.
D All of the above.
2 People should give blood because
A it helps injured people.
B it increases health benefits.
C it is not easy to do.
D Both A and B.
3 World Blood Donor Day is on
A 13th June.
B 14th June.
C 24th June.
D 14th of July.
4 What is the main idea of the two texts?
A You can help people if you work in important jobs.
B It is easy to help people, but it takes a lot of time.
C You can help people anywhere at any time.

3 **Read the texts again and answer the questions.**
1 What do people around the world think of Salah?
2 What has Salah helped to build in Nagrig?
3 Why is Salah sometimes called 'The Happiness Maker'?
4 Why do people celebrate World Blood Donor Day on 14th June each year?
5 Why should people donate blood?

4 **Discuss this question in pairs.**
1 What benefits do you think both Salah and the blood donors get from their efforts?

Writing WORKBOOK PAGE 94

5 **What can you do to help your community? Write a list in your notebook, then compare your ideas with your partner.**

Video

17

OBJECTIVES

Reading: Read about the achievements of a famous Egyptian person; reading for main ideas and detailed understanding

Writing: Write a blog about a famous person; write a biography of Dr Leelah Hazzah

Listening: An interview with Dr Leelah Hazzah; listening for specific information

Speaking: A discussion about helping people; Roleplay about summer plans

Language: Present and past simple; Present simple passive

Life skills: Empathy

Before you start

1 Without opening books, write 'Supporting the community' on the board and ask students if they can think of anyone who supports their community and what they do. Accept all suggestions as this is just an introduction to the topic.

2 Read the title 'People who help' with the class and explain that they are going to read

two texts about people who help others in their community.

3 Draw students' attention to the first photo and elicit any information they know about the person.

4 Encourage students to make suggestions about how Mohamed Salah helps people in the community even if they are not sure of the answer. Accept all reasonable answers.

Pre Reading

1 Allow students two or three minutes to read through the first text quickly to find out how Mohamed Salah helps people. Tell them not to worry about the words in bold at this stage. It is helpful to teach students that they do not always need to understand every word of a text in order to comprehend the main ideas. Guessing the meaning of words from the context they are used in is a useful skill to have.

2 Elicit answers from the class and comment on whether any of the students' predictions were correct.

Suggested answers

Mohamed Salah is in the photo. He helps people by donating to charity in Egypt. He donated money to his hometown of Nagrig to build a school and he has helped a children's cancer hospital in Cairo.

Focus on Vocabulary

1 Now direct attention to the words in Focus on Vocabulary, then ask students to use a dictionary to check their meanings.

2 Check answers by asking individuals to tell the class the definitions they found.

Definitions

Blood pressure: a measure of the pressure at which blood flows through the body

Generous: willing to give money, help etc. especially more than is usual

Iron levels: iron is a chemical element (symbol Fe) which exists in small amounts in the blood. The level is the amount or quantity of iron present.

Role model: a person who people admire and try to copy their behaviour.

Speed: how fast something moves or travels

Transplants: medical operations in which a new organ is put into someone's body

Vocabulary

1 Read both parts of the text. Match the meanings below with words in the text.

1 Go through the example with the class pointing out that the word famous in the first sentence means well-known.

2 Draw attention to the title of the second text and the photo and make sure students understand what a blood donor does (donates or gives blood to help others).

3 Ask students if they know anyone who gives blood.

4 Allow students three or four minutes to read the two texts and find the words which match the meanings in Exercise 1.

5 Ask students to discuss their answers with a partner before class feedback.

Answers

1 famous	2 admired	3 donated
4 desire	5 injured	6 long-term

Reading

2 Read both texts quickly and choose to complete the sentences.

1 Read through question 1 and the three answer options as a class and ask students

to explain why B is the correct answer because Mohamed Salah helps people indirectly to do useful things through playing football and giving them money.

2 Students work in pairs to answer questions 2 and 3 in a similar way before class feedback.

Answers

1 D 2 D 3 B 4 C

3 Read the texts again and answer the questions.

1 Encourage students to read through the questions with a partner and see how much they remember before checking their answers in the texts.

2 Check answers as a class.

Answers

1 Mohamed Salah is admired for his intelligence and his ability to score goals.
2 He has helped to build a school in Nagrig.
3 He is sometimes called 'The Happiness Maker' because of his desire to help others and to give young people a chance to succeed (and be happy).
4 People celebrate World Blood Donor Day to share information about the importance of giving blood.
5 People should donate blood to help people if they have been badly injured or they need blood transplants because they have a long-term illness.

4 Discuss this question in pairs.

1 Put students in pairs and give them a few minutes to discuss the question.

2 Feedback as a class by getting some sample answers from selected students.

Students' own answers.

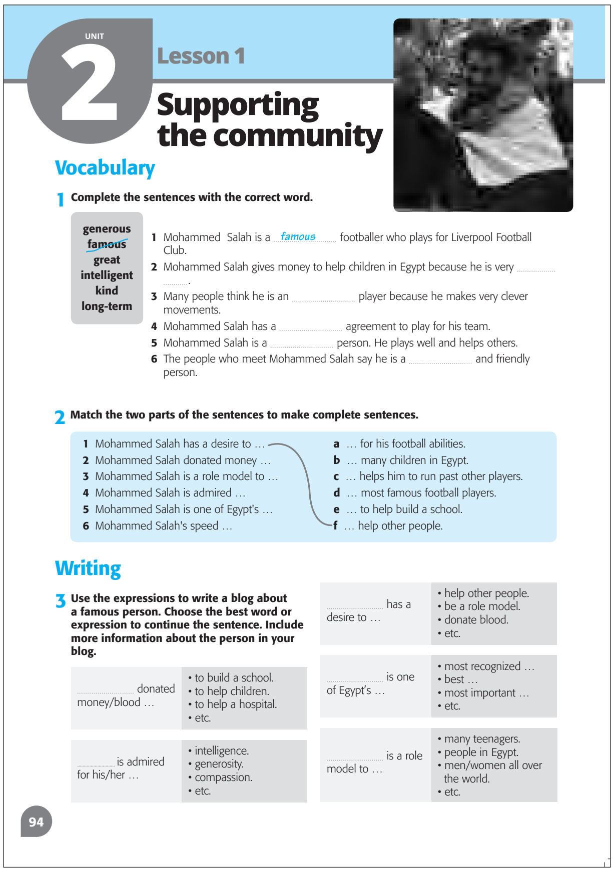
Writing

5 What can you do to help your community? Write a list in your notebook, then compare your ideas with your partner.

1 Brainstorm some ideas on the board before allowing students a few minutes to make notes of their own ideas. If necessary, start students off by making one or two suggestions such as picking up litter, helping younger students with homework etc.

2 Feedback as a class by collating all the suggestions on the board and then initiate a class discussion by asking students which of the ideas they have already done and which they would like to try and why.

WB page 94


UNIT 2

Lesson 1

Supporting the community

Vocabulary

1 Complete the sentences with the correct word.

generous
famous
great
intelligent
kind
long-term

1 Mohammed Salah is a famous footballer who plays for Liverpool Football Club.
2 Mohammed Salah gives money to help children in Egypt because he is very ....
3 Many people think he is an .... player because he makes very clever movements.
4 Mohammed Salah has a .... agreement to play for his team.
5 Mohammed Salah is a .... person. He plays well and helps others.
6 The people who meet Mohammed Salah say he is a .... and friendly person.

2 Match the two parts of the sentences to make complete sentences.

1 Mohammed Salah has a desire to …
2 Mohammed Salah donated money …
3 Mohammed Salah is a role model to …
4 Mohammed Salah is admired …
5 Mohammed Salah is one of Egypt's …
6 Mohammed Salah's speed …

a … for his football abilities.
b … many children in Egypt.
c … helps him to run past other players.
d … most famous football players.
e … to help build a school.
f … help other people.

Writing

3 Use the expressions to write a blog about a famous person. Choose the best word or expression to continue the sentence. Include more information about the person in your blog.

.... donated money/blood …	• to build a school. • to help children. • to help a hospital. • etc.
.... is admired for his/her …	• intelligence. • generosity. • compassion. • etc.
.... has a desire to …	• help other people. • be a role model. • donate blood. • etc.
.... is one of Egypt's …	• most recognized … • best … • most important … • etc.
.... is a role model to …	• many teenagers. • people in Egypt. • men/women all over the world. • etc.

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Vocabulary

1 Complete the sentences with the correct word.

1 Students complete the sentences with one word.

2 Check answers by asking individual students to read out their sentences.

Answers

1 famous	2 generous	3 intelligent
4 long-term	5 kind	6 great

2 Match the two parts of the sentences to make complete sentences.

1 Students match the two halves of the sentences.

2 Check answers by asking individual students to read out their sentences.

Answers

1 f 2 e 3 b 4 a 5 d 6 c

Writing

3 Use the expressions to write a blog about a famous person. Choose the best word or expression to continue the sentence. Include more information about the person in your blog.

1 Brainstorm ideas for names of people before asking students to continue individually.

2 Allow students a few minutes to read their blogs to a partner. Go around the room as they work to monitor and help as necessary.

3 Choose a few confident students to read their blogs to the class. Praise good work.

Students' own answers.

Video

1 Ask students to watch the video on the Egyptian Knowledge Bank.

2 You could ask them questions to check understanding in the next lesson, for example:

How do volunteers help older people?

How does listening to older people help them feel less alone?

What can young people learn from older people?

Video script

Young people and older people don't always spend a lot of time together. But they can do a lot to help each other.

In some communities, children and teenagers volunteer to support older people. They sit and watch television with them. They help them with their shopping or other tasks around the house.

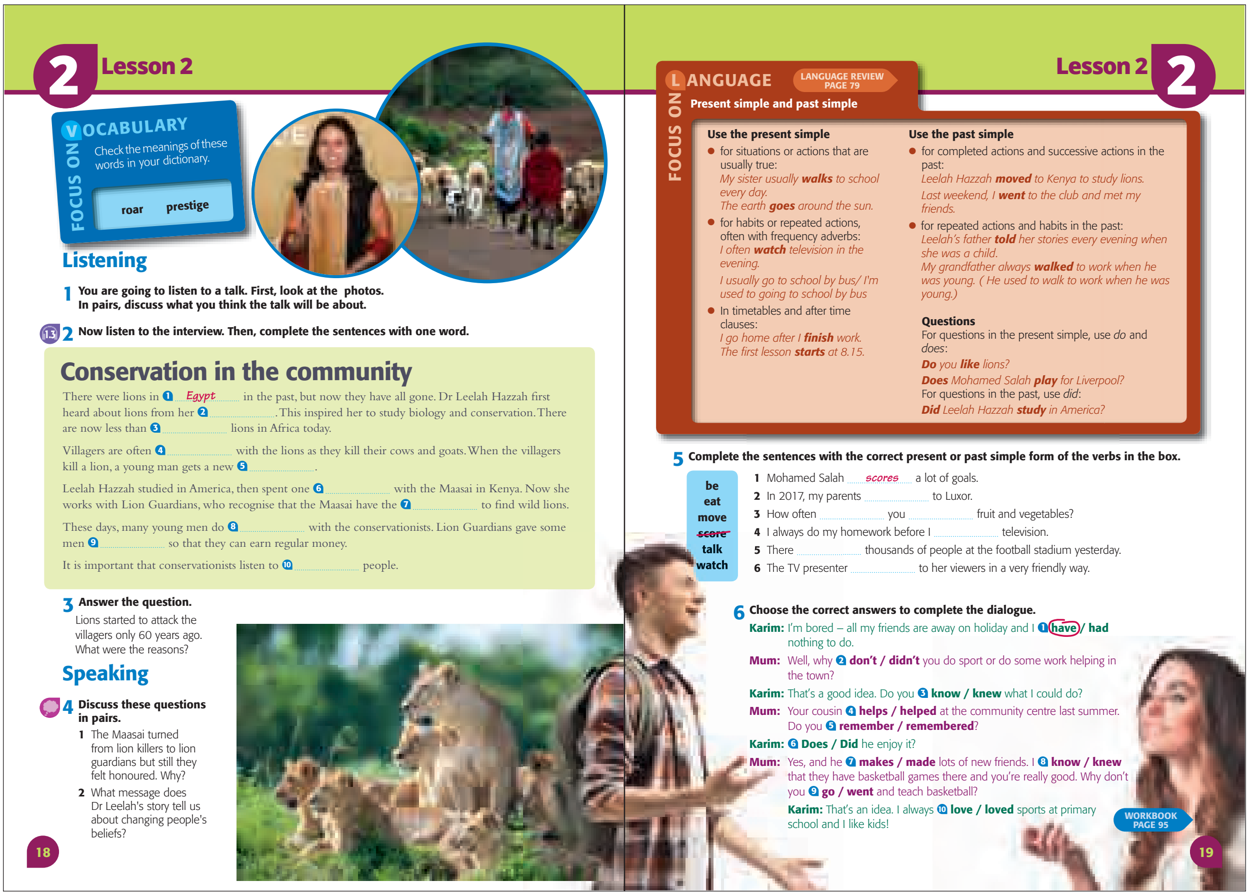
They listen to their stories about life a long time ago. The older people don't feel so alone, they get the help they need and they can share interesting information

about life in the past with the next generation.

But what about the young people? Well, they can learn a lot about the history of their community. They also see that older people were just like them when they were younger.

Lesson 2

SB pages 18–19 WB page 95



2 Lesson 2

FOCUS ON VOCABULARY
Check the meanings of these words in your dictionary.
roar prestige

Listening

1 You are going to listen to a talk. First, look at the photos. In pairs, discuss what you think the talk will be about.

1.3 2 Now listen to the interview. Then, complete the sentences with one word.

Conservation in the community

There were lions in 1 ...Egypt... in the past, but now they have all gone. Dr Leelah Hazzah first heard about lions from her 2 .... This inspired her to study biology and conservation. There are now less than 3 .... lions in Africa today.

Villagers are often 4 .... with the lions as they kill their cows and goats. When the villagers kill a lion, a young man gets a new 5 ....

Leelah Hazzah studied in America, then spent one 6 .... with the Maasai in Kenya. Now she works with Lion Guardians, who recognise that the Maasai have the 7 .... to find wild lions.

These days, many young men do 8 .... with the conservationists. Lion Guardians gave some men 9 .... so that they can earn regular money.

It is important that conservationists listen to 10 .... people.

3 Answer the question.
Lions started to attack the villagers only 60 years ago. What were the reasons?

Speaking

4 Discuss these questions in pairs.
1 The Maasai turned from lion killers to lion guardians but still they felt honoured. Why?
2 What message does Dr Leelah's story tell us about changing people's beliefs?

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Lesson 2 2

FOCUS ON LANGUAGE — LANGUAGE REVIEW PAGE 79
Present simple and past simple

Use the present simple
- for situations or actions that are usually true:
  *My sister usually **walks** to school every day.*
  *The earth **goes** around the sun.*
- for habits or repeated actions, often with frequency adverbs:
  *I often **watch** television in the evening.*
  I usually go to school by bus/ I'm used to going to school by bus
- In timetables and after time clauses:
  *I go home after I **finish** work.*
  *The first lesson **starts** at 8.15.*

Use the past simple
- for completed actions and successive actions in the past:
  *Leelah Hazzah **moved** to Kenya to study lions.*
  *Last weekend, I **went** to the club and met my friends.*
- for repeated actions and habits in the past:
  *Leelah's father **told** her stories every evening when she was a child.*
  *My grandfather always **walked** to work when he was young. (He used to walk to work when he was young.)*

Questions
For questions in the present simple, use *do* and *does*:
***Do** you **like** lions?*
***Does** Mohamed Salah **play** for Liverpool?*
For questions in the past, use *did*:
***Did** Leelah Hazzah **study** in America?*

5 Complete the sentences with the correct present or past simple form of the verbs in the box.

be eat move ~~score~~ talk watch

1 Mohamed Salah ...scores... a lot of goals.
2 In 2017, my parents .... to Luxor.
3 How often .... you .... fruit and vegetables?
4 I always do my homework before I .... television.
5 There .... thousands of people at the football stadium yesterday.
6 The TV presenter .... to her viewers in a very friendly way.

6 Choose the correct answers to complete the dialogue.
Karim: I'm bored – all my friends are away on holiday and I 1 **have / had** nothing to do.
Mum: Well, why 2 **don't / didn't** you do sport or do some work helping in the town?
Karim: That's a good idea. Do you 3 **know / knew** what I could do?
Mum: Your cousin 4 **helps / helped** at the community centre last summer. Do you 5 **remember / remembered**?
Karim: 6 **Does / Did** he enjoy it?
Mum: Yes, and he 7 **makes / made** lots of new friends. I 8 **know / knew** that they have basketball games there and you're really good. Why don't you 9 **go / went** and teach basketball?
Karim: That's an idea. I always 10 **love / loved** sports at primary school and I like kids!

WORKBOOK PAGE 95

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Listening

1 You are going to listen to a talk. First, look at the photos. In pairs, discuss what you think the talk will be about.

1 Direct students' attention to the photos and ask them to discuss what they can see and what they think the talk will be about with their partner.

2 Feedback by eliciting their ideas and accept all suggestions.

3 Ask them to check the meaning of the two words in the *Focus on Vocabulary* box.

2 Now listen to the interview. Then, complete the sentences with one word.

1 Read the instruction with the class and ask if anyone knows who Dr Leelah Hazzah is (an Egyptian conservation biologist). Then, ask students to read the title of the text and say what they think the interview is going to be about (Dr Hazzah's work in animal conservation).

2 Read the first two sentences as a class and point out that the example answer is a place (Egypt), then ask students to suggest what type of answer could go in the second gap (a noun/person; possible answers could be teacher, father, grandmother etc.). Continue in the same way for 3 (*less than* suggests a number or quantity so, 10,000, 1,000, 500 etc.).

3 Encourage students to work with a partner to make predictions for all the gaps and then feedback as a class by writing their suggestions on the board. This is helpful as it is possible that the correct answers have been guessed, so this can demonstrate to students how useful it is to try to predict what they are going to hear before listening using context and any other clues.

4 Before playing the recording, remind students that they need to ensure they listen for the correct answer as there may be more than one answer which could fit logically.

5 After the first listening, students compare their answers with a partner. Then, play the recording again for them to check. With a weaker group, it may be necessary to pause the recording after each answer to give students more time to check and write their answers.

6 Feedback as a class and refer back to the original suggestions on the board to check whether any of the answers had been correctly guessed before listening.

Answers

1 Egypt	2 father	3 20,000
4 angry	5 name	6 year
7 skills	8 work	9 jobs
10 local		

Audioscript

Interviewer: *In today's programme, we're talking to Martin Drake about Dr Leelah Hazzah, an Egyptian conservation biologist and founder of Lion Guardians, a conservation project in Kenya. Martin, when did Leelah become interested in lions?*

Martin: *Well, as a child, her father told her stories about how he listened to lions roaring at night when he was sleeping on the roof of their house during the summer. But when he explained that there weren't any lions left in Egypt, she decided that when she grew up, she would find out how to save them in other countries.*

Interviewer: *What happened next?*

Martin: *She went to America to study conservation biology and then moved to Kenya to research lions amongst the Maasai people. It was there that she saw how quickly lions were disappearing. Did you know that sixty or so years ago there were about 200,000 lions in Africa, but that number is under 20,000 now?*

Interviewer: *So why are lions disappearing so quickly?*

Martin: *There are several reasons. People have built houses in the areas that lions traditionally hunt, so they can't find enough food to eat and, so they attack the villager's livestock, you know, their cows and goats. The villagers get angry with the lions and kill them in order to protect their animals. Another reason is prestige – in Maasai culture, young men get a lot of respect from killing a lion. They are even given a lion name which shows that they are no longer a boy, but a man.*

Interviewer: *What did Leelah do?*

Martin: *She lived with the Maasai for a year and listened to their views about lions. She learnt that they have a love-hate relationship with lions, they admire their beauty, but hate them for eating their cattle. She also understood the prestige that came from being a lion killer and realised that she needed to persuade the young men that keeping livestock and having a job gave them more prestige than killing a lion, so she started to teach them about the advantages of protecting lions instead.*

Interviewer: *Is that when she started Lion Guardians?*

Martin: *Yes. Lion Guardians is an organisation that employs local people to look for lions in order to protect them. Remember, these young men already have the skills needed to track lions in*

	the wild, so they are taught to become lion guardians rather than lion killers. The organisation gives them a job and teaches them to read and write, so they can help conservations with their research.
Interviewer:	*How successful is the programme?*
Martin:	*Very successful. Maasai men now have jobs, a regular income and a sense of purpose. They get to know the lions they are protecting and even give them names and talk about them with fondness.*
Interviewer:	*And finally, what can other conservationists learn from Lion Guardians?*
Martin:	*The importance of listening to people in the community and to recognise how much knowledge local people have. By working together, both the locals and conservations can benefit.*
Interviewer:	*Thank you, Martin. And at 8 o'clock tonight you can see a ...*

3 Answer the question.

1 Read the questions as a class and ask students to discuss their answers in pairs.

2 Feedback as a class.

Suggested answers

The lions have less land to live on now, because there are more people and houses. For that reason, they find it harder to find food. So, they started to attack the villagers when there was less food for them in the wild.

Speaking

4 Discuss these questions in pairs.

1 Read the questions as a class and ask students to discuss their answers in pairs.

2 Feedback as a class.

Suggested answers

1 Because they are still doing something which people admire.
2 It shows that sometimes, we need to change traditional beliefs in order to protect animals or the environment, because we all live in a changing world.

Focus on Language

The present simple and past simple

1 Direct attention to the Focus on Language box.

2 Elicit the rules for the present simple using the examples in the grammar box. The third person singular form ends in *-s* and the auxiliary verb *does* is used to form questions. Otherwise *do* is used.

3 Elicit or provide the spelling rules for forming past simple regular verbs.

- If the verb ends in *-e*: add *-d* (e.g. *decide – decided*)
- If the verb ends in a vowel and a consonant: double the consonant and add *-ed* (e.g. *stop – stopped*)
- If a verb ends in consonant and *-y*: take off the *y* and add *-ied* (e.g. *carry – carried*)
- If the word ends in vowel and *-y*: add *-ed* (e.g. *play – played*).

4 Remind students that in English many verbs are irregular. This means that the past simple tense form of the verb does not end with *-ed*. Each irregular verb is different, and students have to learn them.

5 Refer students to the language review as required.

5 Complete the sentences with the correct present or past simple form of the verbs in the box.

1 Read through the example sentence with the class to check understanding and then allow them a few minutes to complete the task individually.

2 Check answers as a class.

Answers

1 score	2 moved	3 do - eat
4 watch	5 were	6 talks/talked

6 Choose the correct answers to complete the dialogue.

1 Ask the class to read the conversation quickly and answer the questions: who is talking? (Karim and his mum), what are they talking about? (Karim is bored, so his mum suggests he helps at the community centre).

2 Then, read the first phrase and ask students why the correct answer is *have* (because Karim is using the present tense *I'm bored - my friends are away* to describe the situation).

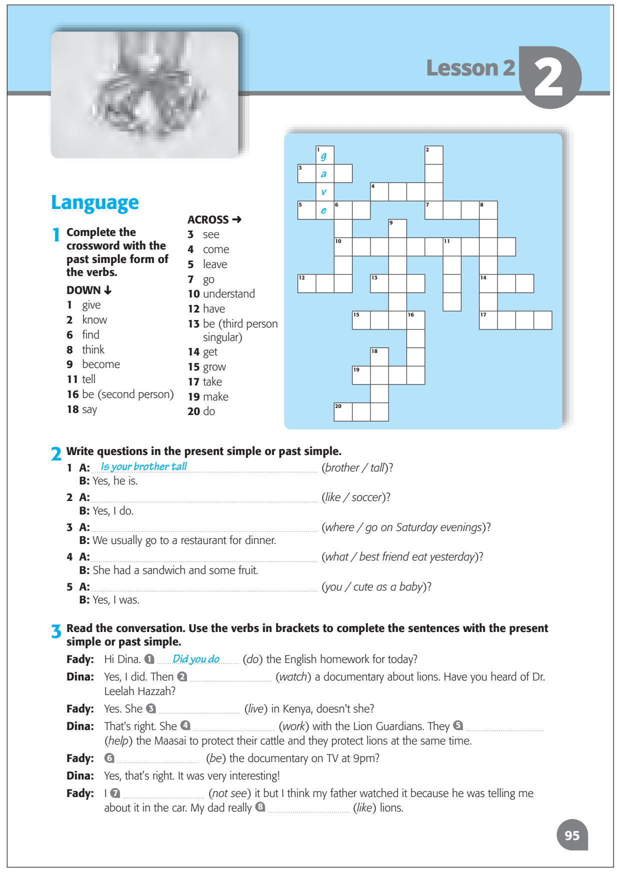
3 Allow students five minutes to work through the rest of the conversation with a partner and encourage them to say why they chose each answer.

4 Feedback as a class by asking students to read each phrase aloud and encouraging students to justify their answers.

Answers

1 have	2 don't	3 know
4 helped	5 remember	6 Did
7 made	8 know	9 go
10 loved		

WB page 95



Lesson 2

Language

1 **Complete the crossword with the past simple form of the verbs.**

DOWN ↓
1 give
2 know
6 find
8 think
9 become
11 tell
16 be (second person)
18 say

ACROSS →
3 see
4 come
5 leave
7 go
10 understand
12 have
13 be (third person singular)
14 get
15 grow
17 take
19 make
20 do

2 **Write questions in the present simple or past simple.**

1 **A:** *Is your brother tall* (*brother / tall*)?
B: Yes, he is.
2 **A:** .... (*like / soccer*)?
B: Yes, I do.
3 **A:** .... (*where / go on Saturday evenings*)?
B: We usually go to a restaurant for dinner.
4 **A:** .... (*what / best friend eat yesterday*)?
B: She had a sandwich and some fruit.
5 **A:** .... (*you / cute as a baby*)?
B: Yes, I was.

3 **Read the conversation. Use the verbs in brackets to complete the sentences with the present simple or past simple.**

Fady: Hi Dina. 1 *Did you do* (*do*) the English homework for today?
Dina: Yes, I did. Then 2 .... (*watch*) a documentary about lions. Have you heard of Dr. Leelah Hazzah?
Fady: Yes. She 3 .... (*live*) in Kenya, doesn't she?
Dina: That's right. She 4 .... (*work*) with the Lion Guardians. They 5 .... (*help*) the Maasai to protect their cattle and they protect lions at the same time.
Fady: 6 .... (*be*) the documentary on TV at 9pm?
Dina: Yes, that's right. It was very interesting!
Fady: I 7 .... (*not see*) it but I think my father watched it because he was telling me about it in the car. My dad really 8 .... (*like*) lions.

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Language

1 Complete the crossword with the past simple form of the verbs.

1 Remind the students that irregular verbs are those which don't form the past simple by adding *d / ed / ied*. Ask the class to suggest a few examples.

2 Allow students a few minutes to complete the crossword in pairs.

3 Check answers by asking individual students to read out their answers.

Answers

Down

1 gave	2 knew	6 found
8 thought	9 became	11 told
16 were	18 said	

Across

3 saw	4 came	5 left
7 went	10 understood	12 had
13 was	14 got	15 grew
17 took	19 made	20 did

2 Write questions in the present simple or past simple.

1 Remind students how to form questions with *do/does/did* and elicit or explain that the verb *be* is one of the only verbs which does not use the auxiliary verb to make questions. Make sure students remember that some of these questions will be in the present and some in the past.

2 Give students time to work individually.

3 Allow students to compare their answers with a partner before checking as a class. Fast finishers can ask and answer the questions with a partner.

Answers

1 Is your brother tall?
2 Do you like soccer?
3 Where do you go on Saturday evenings?
4 What did your best friend eat yesterday?
5 Were you cute as a baby?

3 Read the conversation. Use the verbs in brackets to complete the sentences with the present simple or past simple.

1 Ask the class what they remember about Dr Leellah Haazah. Accept all correct answers.

2 Encourage students to read the conversation through before they complete the sentences with the verbs given.

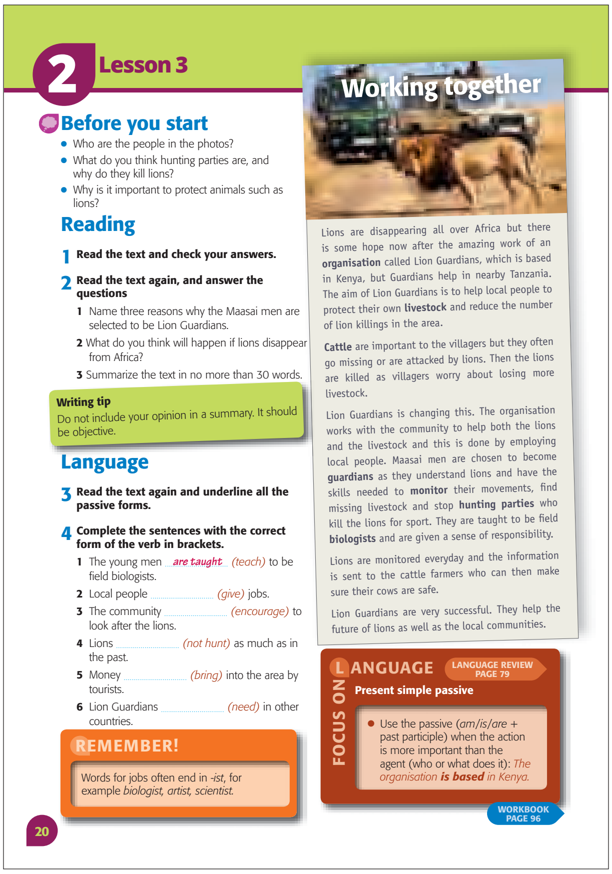
3 Ask students to role play the dialogue in pairs. Go around the classroom as they work, monitoring and helping as necessary.

Answers

1 Did you	2 watched	3 lives
4 works	5 help	6 Was
7 didn't see	8 likes	

Lesson 3

SB page 20 WB page 96


2 Lesson 3

Before you start
- Who are the people in the photos?
- What do you think hunting parties are, and why do they kill lions?
- Why is it important to protect animals such as lions?

Reading

1 Read the text and check your answers.

2 Read the text again, and answer the questions
1 Name three reasons why the Maasai men are selected to be Lion Guardians.
2 What do you think will happen if lions disappear from Africa?
3 Summarize the text in no more than 30 words.

Writing tip
Do not include your opinion in a summary. It should be objective.

Language

3 Read the text again and underline all the passive forms.

4 Complete the sentences with the correct form of the verb in brackets.
1 The young men *are taught* (teach) to be field biologists.
2 Local people .... (give) jobs.
3 The community .... (encourage) to look after the lions.
4 Lions .... (not hunt) as much as in the past.
5 Money .... (bring) into the area by tourists.
6 Lion Guardians .... (need) in other countries.

REMEMBER!
Words for jobs often end in *-ist*, for example *biologist, artist, scientist.*

20

Working together

Lions are disappearing all over Africa but there is some hope now after the amazing work of an **organisation** called Lion Guardians, which is based in Kenya, but Guardians help in nearby Tanzania. The aim of Lion Guardians is to help local people to protect their own **livestock** and reduce the number of lion killings in the area.

Cattle are important to the villagers but they often go missing or are attacked by lions. Then the lions are killed as villagers worry about losing more livestock.

Lion Guardians is changing this. The organisation works with the community to help both the lions and the livestock and this is done by employing local people. Maasai men are chosen to become **guardians** as they understand lions and have the skills needed to **monitor** their movements, find missing livestock and stop **hunting parties** who kill the lions for sport. They are taught to be field **biologists** and are given a sense of responsibility.

Lions are monitored everyday and the information is sent to the cattle farmers who can then make sure their cows are safe.

Lion Guardians are very successful. They help the future of lions as well as the local communities.

FOCUS ON LANGUAGE — LANGUAGE REVIEW PAGE 79
Present simple passive
- Use the passive (*am/is/are* + past participle) when the action is more important than the agent (who or what does it): *The organisation **is based** in Kenya.*

WORKBOOK PAGE 96

Before you start

1 Read the questions as a class and draw attention to the photo.

2 Elicit suggestions from students and ask some follow up questions as necessary, such as *Where do you think they are?*

Reading

1 Read the text and check your answers.

1 Continuing the lead-in discussion, allow them two or three minutes to read the text quickly to look for the answer to the questions. Remind them that it is not necessary to understand every word of the text at this stage.

2 Feedback by getting some sample answers from the students.

Answers

1 They are lion guardians.
2 Hunting parties are when people kill lions for sport.
3 Because they are disappearing all over Africa and need support.

2 Read the text again and answer the questions.

1 Read through the statements as a class and check understanding. Then ask students to find the answers individually.

2 Feedback by getting answers to the first two questions from the students.

3 They could write the summary for homework.

Answers

1 They understand lions, they have the skills to monitor their movements, they can find missing livestock and stop hunting parties. They also have some knowledge of biology.
2 Suggested: We would lose one of the most beautiful and admired animals of Africa.
3 Students' own answers

Language

Focus on Language

Present simple passive

1 Draw attention to the *Focus on Language* box and go through the examples given.

2 Refer students to the Language Review for further information.

3 Read the text again and underline all the passive forms.

1 Ask students to underline the passive forms in the text, if necessary, warn them not to confuse the present continuous (*to be* + verb -*ing*) and the present simple passive (*to be* + past participle).

2 Feedback as a class.

Answers

is based	are attacked
are killed	is done
are chosen	are taught
are given	are monitored
is sent	

4 Complete the sentences with the correct form of the verb in brackets.

1 Students do the task individually before checking answers with a partner.

2 Feedback as a class.

Answers

1 are taught	2 are given	3 is encouraged
4 are not hunted	5 is brought	6 are needed

REMEMBER!

1 Read the Remember box with the class.

2 Ask students to think of more examples of jobs which end in this way. They can try to find some more for homework.

3 If you set this as a homework task, check their answers at the beginning of the next lesson.

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2 Lesson 3

Language

1 Complete the sentences with the present passive. Use the verbs in brackets.

1 Dr Leelah Hazzah *is seen* (*see*) as an important conservationist by many people.
2 It .... (*estimate*) that there are only 20,000 lions in Africa.
3 The Lion Guardians organisation .... (*locate*) in Kenya.
4 The Maasai .... (*teach*) how to protect their cattle from lions.
5 The lions .... (*follow*) every day by the Maasai men.
6 The information .... (*send*) to the cattle farmers who can then protect their animals.
7 Fewer lions .... (*kill*) today than in the past thanks to the work of Dr Leelah Hazzah.
8 The Maasai houses .... (*build*) by the women of the tribe.

2 Complete the sentences with the present passive. Use the verbs in brackets.



Maasai Tracking

The Maasai are experts at tracking animals and lions are the most well-known animal that they follow. But how do they do it? The lions (1) *are tracked* (*track*) by the Maasai, who use all their senses to follow them.

When a paw print (2) .... (*discover*), it (3) .... (*check*) to see if it is an old paw print or a recent one. Then the path (4) .... (*follow*) by the Maasai until the lions (5) .... (*find*).

While they are tracking the lions, the Maasai are listening and looking for signs to help them discover where they are. In the past, the Maasai might kill a lion when they found one. Today, lions (6) .... (*protect*) by the Maasai from hunting parties and at the same time the local people's cows are safe. Thanks to the Lion Guardians, everyone is happy!

3 Complete the second sentences using the present passive so that they mean the same as the first sentences. Use between 1 and 3 words.

1 Lions sometimes kill the Maasai's cattle.
The Maasai's cattle *are sometimes killed* *by lions.*
2 Dr Leelah Hazaah teaches the Maasai to monitor lions.
The Maasai .... to monitor lions by Dr Leelah Hazaah.
3 The Lion Guardians program protects lions in Kenya.
Lions in Kenya .... by the Lion Guardians program.
4 Scientists locate the headquarters of the Lion Guardians in the Amboseli-Tsavo ecosystem.
The Lion Guardians headquarters .... in the Amboseli-Tsavo ecosystem.

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Language

1 Complete the sentences with the present passive. Use the verbs in brackets.

1 Elicit or remind students how to form the present passive and point out that there are both regular and irregular verbs in this exercise.

2 Allow students to complete the sentences individually before class feedback.

Answers

1 is seen	2 is estimated	3 is located
4 are taught	5 are followed	6 is sent
7 are killed	8 are built	

2 Complete the sentences with the present passive. Use the verbs in brackets.

1 Encourage students to read the text through before putting the verbs into the correct form.

2 Allow students to check answers with a partner before class feedback.

Answers

1 are tracked	2 is discovered
3 is checked	4 is followed
5 are found	6 are protected

3 Complete the second sentences using the present passive so that they mean the same as the first sentences. Use between 1 and 3 words.

1 Go through the example sentence with the class pointing out that the verb in sentence 1 has to be used in the passive form in sentence 2.

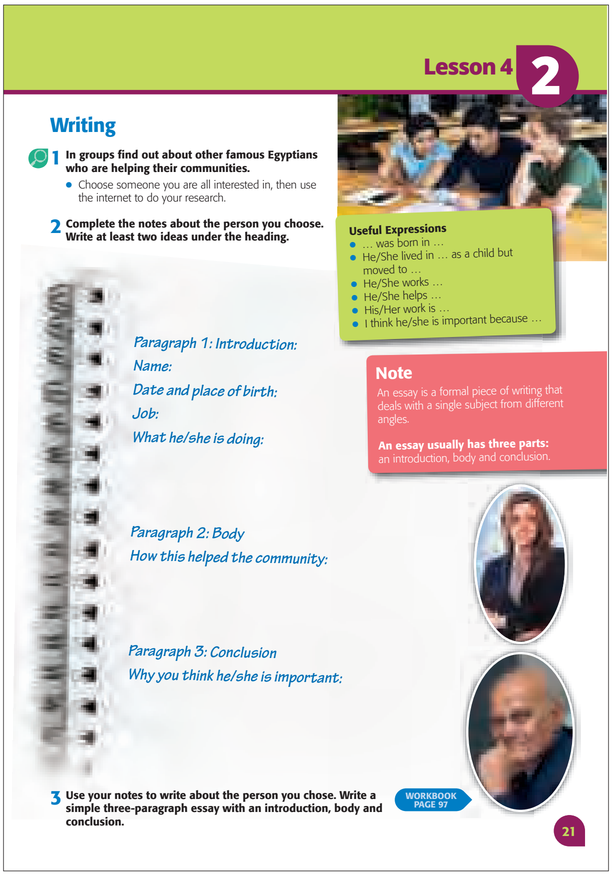
2 Then allow students a few minutes to complete the exercise with a partner before class feedback.

Answers

1 are sometimes killed	2 are taught
3 are protected	4 are located

Lesson 4

SB page 21 WB page 97



Lesson 4 2

Writing

1 In groups find out about other famous Egyptians who are helping their communities.
- Choose someone you are all interested in, then use the internet to do your research.

2 Complete the notes about the person you choose. Write at least two ideas under the heading.

Useful Expressions
- … was born in …
- He/She lived in … as a child but moved to …
- He/She works …
- He/She helps …
- His/Her work is …
- I think he/she is important because …

Paragraph 1: Introduction:
Name:
Date and place of birth:
Job:
What he/she is doing:

Note
An essay is a formal piece of writing that deals with a single subject from different angles.
An essay usually has three parts: an introduction, body and conclusion.

Paragraph 2: Body
How this helped the community:

Paragraph 3: Conclusion
Why you think he/she is important:

3 Use your notes to write about the person you chose. Write a simple three-paragraph essay with an introduction, body and conclusion.

WORKBOOK PAGE 97

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Writing

Lead-in

Brainstorm on the board some suggestions of Egyptians who are helping their communities. Point out that they do not have to be famous.

1 In groups find out about other famous Egyptians who are helping their communities.

1 Divide the class into groups of three or four students and go through the instructions and the useful expressions.

2 Ask individual students to use the expressions in sentences to talk about someone everyone knows to ensure they understand the meaning and use of the words. For example, *Leela Hazzah works in animal conservation. Her work is important because she protects lions.*

3 While students are doing the research, move around the classroom to offer language and/ or content support.

2 Complete the notes about the person you choose. Write at least two ideas under the heading.

1 Point out that students should use notes and not necessarily complete sentences at this stage. Read through the Note with the class.

2 Encourage them to write brief answers for each question.

3 Go around the classroom as they work, monitoring and helping as necessary.

Students' own answers.

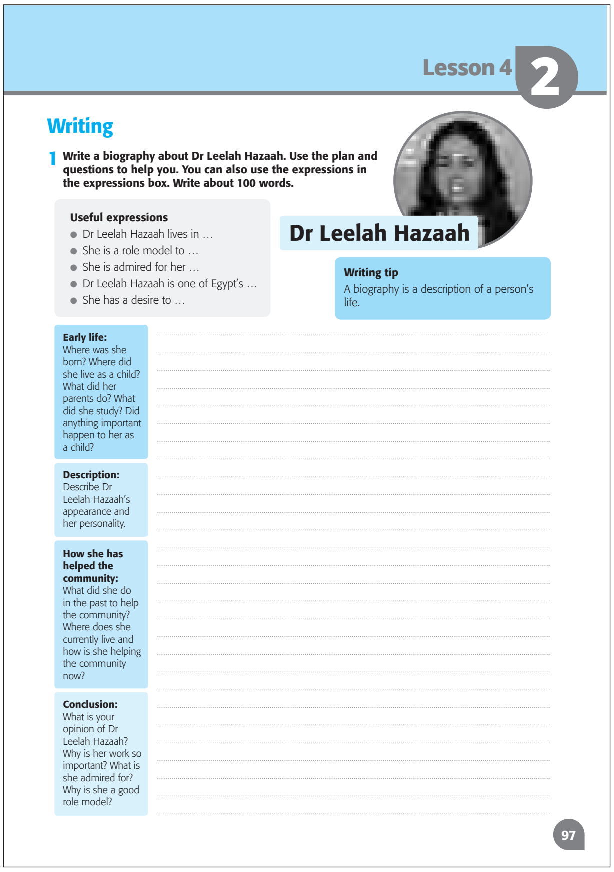
3 Use your notes to write about the person you chose. Write a simple three-paragraph essay with an introduction, body and conclusion.

1 Elicit or provide suggestions for how to divide the text into paragraphs using the headings in the notes. For example, introduction: personal information, then one paragraph for each of the other headings.

2 Students can complete the writing task in the classroom or at home. Remind them to check their work for spelling and grammar when they finish writing.

Students' own answers.

WB page 97



Lesson 4 2

Writing

1 Write a biography about Dr Leelah Hazaah. Use the plan and questions to help you. You can also use the expressions in the expressions box. Write about 100 words.

Useful expressions
- Dr Leelah Hazaah lives in …
- She is a role model to …
- She is admired for her …
- Dr Leelah Hazaah is one of Egypt's …
- She has a desire to …

Dr Leelah Hazaah

Writing tip
A biography is a description of a person's life.

Early life:
Where was she born? Where did she live as a child? What did her parents do? What did she study? Did anything important happen to her as a child?

Description:
Describe Dr Leelah Hazaah's appearance and her personality.

How she has helped the community:
What did she do in the past to help the community? Where does she currently live and how is she helping the community now?

Conclusion:
What is your opinion of Dr Leelah Hazaah? Why is her work so important? What is she admired for? Why is she a good role model?

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Writing

1 Write a biography about Dr Leelah Hazaah. Use the plan and questions to help you. You can also use the expressions in the expressions box. Write about 100 words.

1 Go through the questions in the plan checking understanding and providing any vocabulary students need. Remind students to make paragraphs according to the sections in the plan and to check their spelling after they have written their biography.

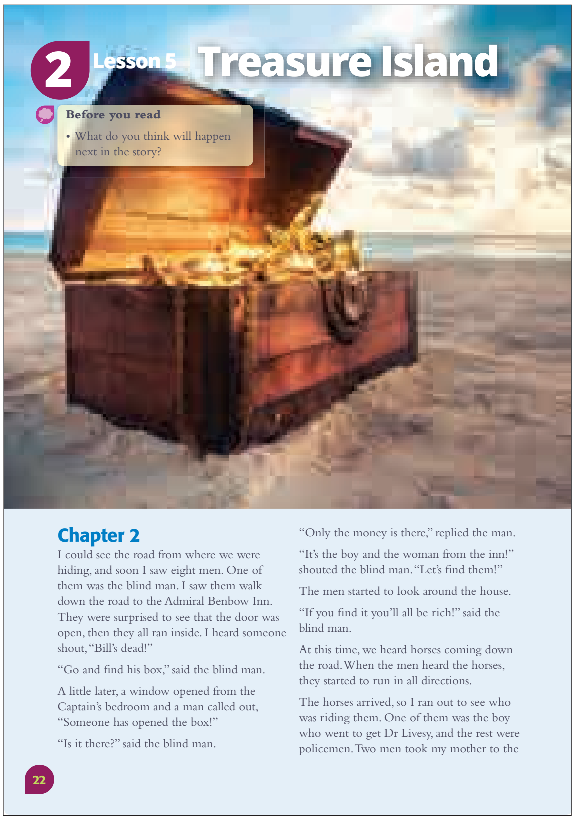
2 Encourage students to work individually to answer the questions.

3 Fast finishers should compare their work with a partner.

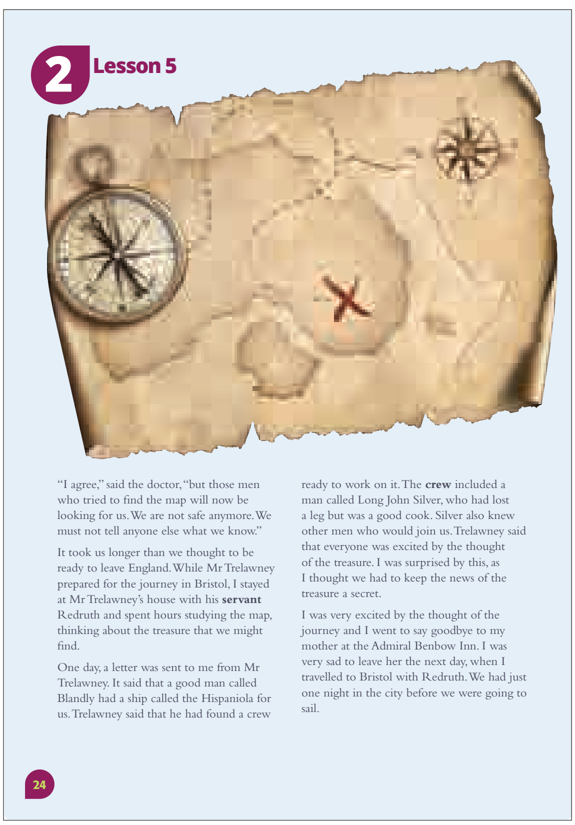
Students' own answers.

Lesson 5

SB pages 22–24 WB page 98







Before you start

1 Ask the students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.

Suggested answers

Jim Hawkins lived in his family's inn, where he met a man he called Captain. One day, a thin man called Black Dog came to find the Captain and they had a fight. Then, a blind man came to see the Captain when he was ill. The blind man gave a message to the Captain that said he had time until ten o'clock. The Captain died suddenly and Jim and his mother didn't know what to do with the box that he had with him. They took the money that he owed them and some documents, and then they escaped before the Captain's enemies returned.

Before you read

1 Ask students to look at the picture and describe how it relates to the story.

2 Ask students to discuss what they think will happen next in the story. Note their suggestions on the board.

Students' own answers.

Reading

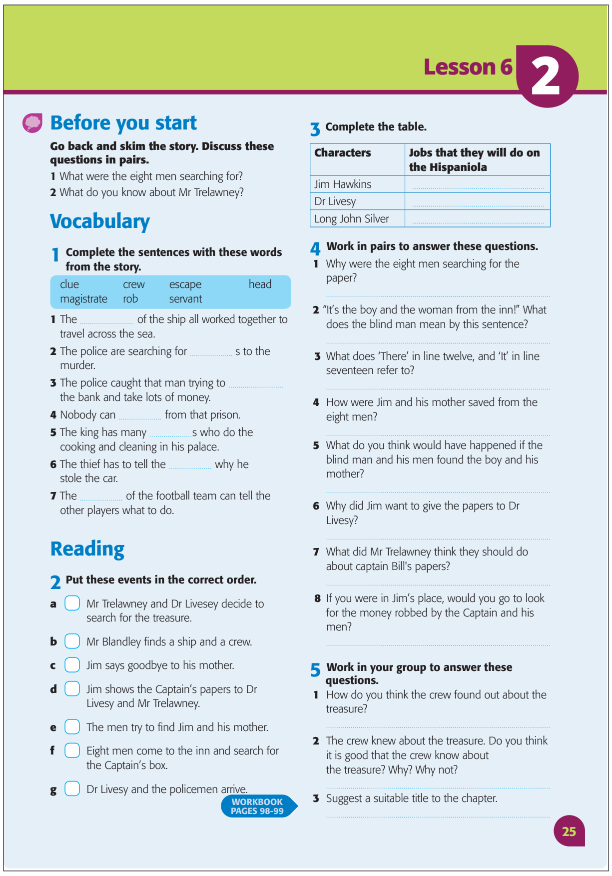
1 Assign the roles below to different students and ask three other students to take the role of the narrator when needed: One of the eight men, The blind man, Mr Dance, Jim, Dr Livesy, Mr Trelawney

2 One student narrates the story. The students with a role read their parts.

3 Allow time for the class to read through the story, changing the narrator for each page.

Lesson 6

SB page 25 WB page 98–99



Lesson 6 2

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What were the eight men searching for?
2 What do you know about Mr Trelawney?

Vocabulary

1 Complete the sentences with these words from the story.

clue crew escape head magistrate rob servant

1 The .... of the ship all worked together to travel across the sea.
2 The police are searching for ....s to the murder.
3 The police caught that man trying to .... the bank and take lots of money.
4 Nobody can .... from that prison.
5 The king has many ....s who do the cooking and cleaning in his palace.
6 The thief has to tell the .... why he stole the car.
7 The .... of the football team can tell the other players what to do.

Reading

2 Put these events in the correct order.

a ☐ Mr Trelawney and Dr Livesey decide to search for the treasure.
b ☐ Mr Blandley finds a ship and a crew.
c ☐ Jim says goodbye to his mother.
d ☐ Jim shows the Captain's papers to Dr Livesy and Mr Trelawney.
e ☐ The men try to find Jim and his mother.
f ☐ Eight men come to the inn and search for the Captain's box.
g ☐ Dr Livesy and the policemen arrive.

WORKBOOK PAGES 98-99

3 Complete the table.

Characters	Jobs that they will do on the Hispaniola
Jim Hawkins	....
Dr Livesy	....
Long John Silver	....

4 Work in pairs to answer these questions.

1 Why were the eight men searching for the paper?
2 "It's the boy and the woman from the inn!" What does the blind man mean by this sentence?
3 What does 'There' in line twelve, and 'It' in line seventeen refer to?
4 How were Jim and his mother saved from the eight men?
5 What do you think would have happened if the blind man and his men found the boy and his mother?
6 Why did Jim want to give the papers to Dr Livesy?
7 What did Mr Trelawney think they should do about captain Bill's papers?
8 If you were in Jim's place, would you go to look for the money robbed by the Captain and his men?

5 Work in your group to answer these questions.

1 How do you think the crew found out about the treasure?
2 The crew knew about the treasure. Do you think it is good that the crew know about the treasure? Why? Why not?
3 Suggest a suitable title to the chapter.

25

Before you start

1 Ask the students to read the story again quickly.

2 Draw attention to the questions and explain any unknown words.

3 Give the students time to discuss the answers and then feedback to the class.

Suggested answers

1 A map showing where treasure is buried on an island.
2 He is an important rich man. He wants to find the treasure, so he hires a ship and crew. He has a servant called Redruth.

Vocabulary

1 Complete the sentences with these words from the story.

1 Point out that the words in the box are the words in bold in the text so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are verbs and some are nouns and that knowing this can help them decide whether a word fits in a gap in the sentence or not.

3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 crew	2 clue	3 rob	4 escape
5 servant	6 magistrate		7 head

Reading

2 Put these events in the correct order.

1 Read through the events and explain any unknown words.

2 Ask students to decide the order in which the events happened. Elicit the first event from the class before letting students continue individually.

3 Ask students to compare their answers with a partner before checking as a class.

Answers

1 f	2 e	3 g	4 d
5 a	6 b	7 c	

3 Complete the table.

1 Remind students that the Hispaniola is the name of the ship that the characters will travel on.

2 Give students enough time to skim through the text to find the parts that mention jobs on the ship and complete the table.

3 Check answers as a class.

Answers

Jim Hawkins: ship's boy
Dr Livesy: ship's doctor
Long John Silver: cook

4 Work in pairs to answer these questions.

1 Read through the questions and explain any unknown words.

2 Ask students to work in pairs.

3 Give students enough time to find and summarise the information needed for each question.

4 Check answers as a class.

Suggested answers

1 The men wanted to know where to find the treasure.
2 He means that Jim and his mother have opened the box and taken the map.
3 'There' refers to inside the Captain's box. 'It' refers to the map.
4 The police and Dr Livesy arrived on horses and saved them.
5 The men might have taken the map and killed Jim and his mother.
6 Jim trusted Mr Livesy because he was a magistrate and Jim thought that he would know what to do with the map.
7 Mr Trelawney thinks they should hire a boat and find the treasure themselves.
8 Students' own answers

5 Work in your group to answer these questions.

1 Ask pairs of students to work together as a group.

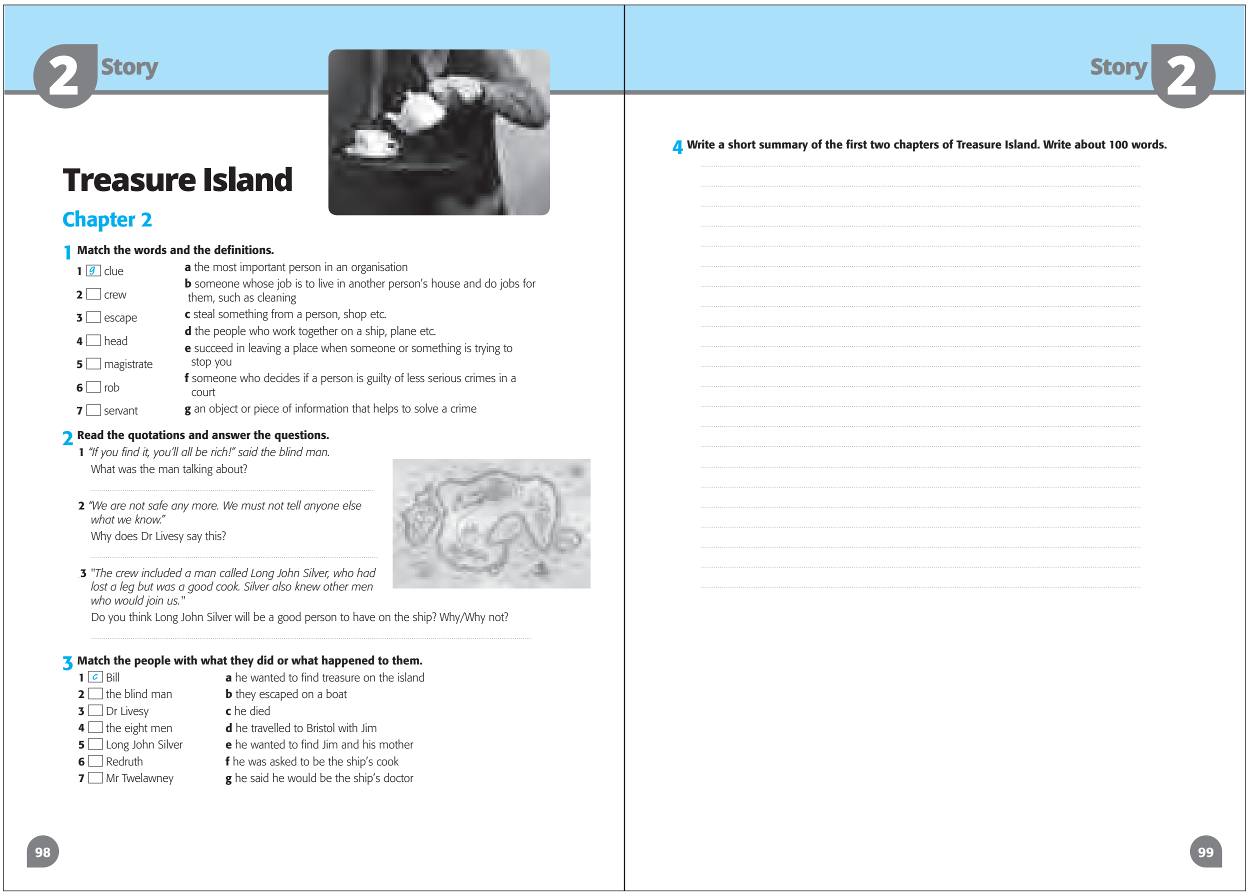
2 Read through the questions and explain any unknown words.

3 Allow students plenty of time to discuss the answers as a group. Monitor and assist with language when necessary.

4 Ask different groups to feedback their answers to the class.

Students' own answers.

WB page 98–99



2 Story

Treasure Island

Chapter 2

1 Match the words and the definitions.

1 [g] clue
2 [ ] crew
3 [ ] escape
4 [ ] head
5 [ ] magistrate
6 [ ] rob
7 [ ] servant

a the most important person in an organisation
b someone whose job is to live in another person's house and do jobs for them, such as cleaning
c steal something from a person, shop etc.
d the people who work together on a ship, plane etc.
e succeed in leaving a place when someone or something is trying to stop you
f someone who decides if a person is guilty of less serious crimes in a court
g an object or piece of information that helps to solve a crime

2 Read the quotations and answer the questions.

1 *"If you find it, you'll all be rich!" said the blind man.*
What was the man talking about?

2 *"We are not safe any more. We must not tell anyone else what we know."*
Why does Dr Livesy say this?

3 *"The crew included a man called Long John Silver, who had lost a leg but was a good cook. Silver also knew other men who would join us."*
Do you think Long John Silver will be a good person to have on the ship? Why/Why not?

3 Match the people with what they did or what happened to them.

1 [c] Bill
2 [ ] the blind man
3 [ ] Dr Livesy
4 [ ] the eight men
5 [ ] Long John Silver
6 [ ] Redruth
7 [ ] Mr Twelawney

a he wanted to find treasure on the island
b they escaped on a boat
c he died
d he travelled to Bristol with Jim
e he wanted to find Jim and his mother
f he was asked to be the ship's cook
g he said he would be the ship's doctor

98

Story 2

4 Write a short summary of the first two chapters of Treasure Island. Write about 100 words.

99

1 Match the words and the definitions.

1 Point out that the words in the box are the words in bold in the text so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are verbs and some are nouns and that knowing this can help them decide whether a word fits in a gap in the sentence or not.

3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 g	2 d	3 e	4 a	5 f
6 c	7 b			

2 Read the quotations and answer the questions.

1 Ask students to find the quotations and then read around them to find what is being referenced.

2 Give students plenty of time to consider how to formulate their answers.

3 Check answers as a class.

Suggested answers

1 The man was talking about the map to the treasure.
2 Dr Livesy says this because the other men know that they have the map and they will be looking for Jim, Mr Trelawney and Dr Livesy.
3 I think Long John Silver will be a good person to have on the ship because he is a good cook and he already knows most of the crew.

3 Match the people with what they did or what happened to them.

1 Ask students to read the descriptions of the people and explain any unknown words.

2 Give students enough time to match the people to the descriptions.

3 Check answers as a class.

Answers

1 c	2 e	3 g	4 b
5 f	6 d	7 a	

4 Write a short summary of the first two chapters of Treasure Island. Write about 100 words.

1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

3 Students can write the article in class or at home.

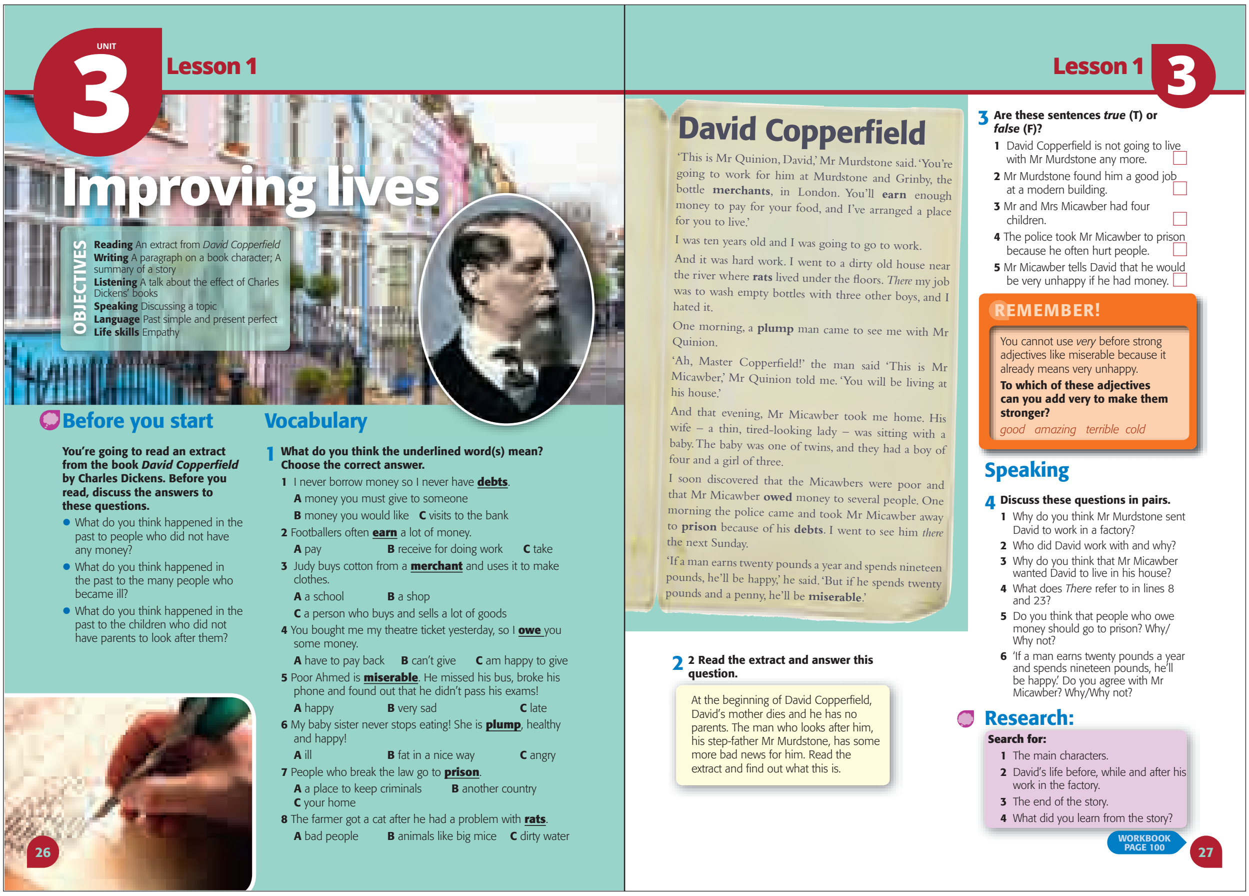
Students' own answers.

UNIT 3

Improving lives

Lesson 1

SB pages 26-27 WB page 100



UNIT 3 Lesson 1

Improving lives

OBJECTIVES
Reading An extract from *David Copperfield*
Writing A paragraph on a book character; A summary of a story
Listening A talk about the effect of Charles Dickens' books
Speaking Discussing a topic
Language Past simple and present perfect
Life skills Empathy

Before you start

You're going to read an extract from the book *David Copperfield* by Charles Dickens. Before you read, discuss the answers to these questions.

- What do you think happened in the past to people who did not have any money?
- What do you think happened in the past to the many people who became ill?
- What do you think happened in the past to the children who did not have parents to look after them?

Vocabulary

1 **What do you think the underlined word(s) mean? Choose the correct answer.**

1 I never borrow money so I never have **debts**.
A money you must give to someone
B money you would like **C** visits to the bank

2 Footballers often **earn** a lot of money.
A pay **B** receive for doing work **C** take

3 Judy buys cotton from a **merchant** and uses it to make clothes.
A a school **B** a shop
C a person who buys and sells a lot of goods

4 You bought me my theatre ticket yesterday, so I **owe** you some money.
A have to pay back **B** can't give **C** am happy to give

5 Poor Ahmed is **miserable**. He missed his bus, broke his phone and found out that he didn't pass his exams!
A happy **B** very sad **C** late

6 My baby sister never stops eating! She is **plump**, healthy and happy!
A ill **B** fat in a nice way **C** angry

7 People who break the law go to **prison**.
A a place to keep criminals **B** another country
C your home

8 The farmer got a cat after he had a problem with **rats**.
A bad people **B** animals like big mice **C** dirty water

26

Lesson 1 3

David Copperfield

'This is Mr Quinion, David,' Mr Murdstone said. 'You're going to work for him at Murdstone and Grinby, the bottle **merchants**, in London. You'll **earn** enough money to pay for your food, and I've arranged a place for you to live.'

I was ten years old and I was going to go to work.

And it was hard work. I went to a dirty old house near the river where **rats** lived under the floors. *There* my job was to wash empty bottles with three other boys, and I hated it.

One morning, a **plump** man came to see me with Mr Quinion.

'Ah, Master Copperfield!' the man said 'This is Mr Micawber,' Mr Quinion told me. 'You will be living at his house.'

And that evening, Mr Micawber took me home. His wife – a thin, tired-looking lady – was sitting with a baby. The baby was one of twins, and they had a boy of four and a girl of three.

I soon discovered that the Micawbers were poor and that Mr Micawber **owed** money to several people. One morning the police came and took Mr Micawber away to **prison** because of his **debts**. I went to see him *there* the next Sunday.

'If a man earns twenty pounds a year and spends nineteen pounds, he'll be happy,' he said. 'But if he spends twenty pounds and a penny, he'll be **miserable**.'

2 **2 Read the extract and answer this question.**

At the beginning of David Copperfield, David's mother dies and he has no parents. The man who looks after him, his step-father Mr Murdstone, has some more bad news for him. Read the extract and find out what this is.

3 **Are these sentences *true* (T) or *false* (F)?**

1 David Copperfield is not going to live with Mr Murdstone any more. ☐
2 Mr Murdstone found him a good job at a modern building. ☐
3 Mr and Mrs Micawber had four children. ☐
4 The police took Mr Micawber to prison because he often hurt people. ☐
5 Mr Micawber tells David that he would be very unhappy if he had money. ☐

REMEMBER!

You cannot use *very* before strong adjectives like miserable because it already means very unhappy.
To which of these adjectives can you add very to make them stronger?
good amazing terrible cold

Speaking

4 **Discuss these questions in pairs.**

1 Why do you think Mr Murdstone sent David to work in a factory?
2 Who did David work with and why?
3 Why do you think that Mr Micawber wanted David to live in his house?
4 What does *There* refer to in lines 8 and 23?
5 Do you think that people who owe money should go to prison? Why/Why not?
6 'If a man earns twenty pounds a year and spends nineteen pounds, he'll be happy.' Do you agree with Mr Micawber? Why/Why not?

Research:

Search for:
1 The main characters.
2 David's life before, while and after his work in the factory.
3 The end of the story.
4 What did you learn from the story?

WORKBOOK PAGE 100

27

OBJECTIVES

Reading: An extract from *David Copperfield*, reading for gist and detailed information

Writing: A paragraph on a book character; A summary of a story; A short story; What you have done to help a person

Listening: A talk about the effect of Charles Dickens' books, listening for detail

Speaking: Discussing a topic, making suggestions

Language: Past simple and present perfect

Life skills: Empathy, Participation

Before you start

You're going to read an extract from the book *David Copperfield* by Charles Dickens. Before you read, discuss the answers to these questions.

1 Direct students' attention to the photo of Charles Dickens and then read through the questions as a class.

2 Allow students a few minutes to discuss their answers.

3 Feedback by asking a couple of pairs their answers. They can check these later.

Extra information

Charles Dickens was born in 1812 in England and is considered the greatest author of the Victorian era. Some of his other books are *Great Expectations, Bleak House* and *Oliver Twist.*

Vocabulary

1 What do you think the underlined word(s) mean? Choose the correct answer.

1 Look at the first sentence as a class and elicit the answer.

2 Give students a few minutes to the remaining sentences.

3 Check the answers as a class.

Answers

1 A	2 B	3 C	4 A	5 B	6 B
7 A	8 B				

2 Read the extract and answer the question.

1 Ask students to read the introduction and check they understand what they have to do. Explain what a step-father is (a person who marries your mother after your father has died).

2 Students quickly read the text to answer the question.(in the *Before you read* section).

Answers

The bad news is that he is going to go to work.

3 Ask students to quickly read the text again to check their answers to the (*Before you start*) section.

4 Let students check in pairs before checking as a class.

Answers

- Some of the people went to prison.
- They died.
- They had to work to earn money.

3 Are these sentences *true* (T) or *false* (F)?

1 Read through the sentences with the class and ask students if they can identify any of them as true or false before they read again.

2 Ask students to read the extract again in more detail and mark the statements as T (true) or F (false). Ask them to try to correct the false statements.

3 Check the answers with the class and ask students to read out the part of the text which gives them the answer.

Answers

1 T
2 F, it was a very difficult job in an old, dirty building
3 T
4 F, they took him to prison because he had debts
5 F, he would be very unhappy if he spent more than he earned

Speaking

4 Discuss these questions in pairs.

1 Ask students to read through the questions and help with understanding as necessary. Read the Remember! box and check students can add *very* to the correct words (very good, very cold, but NOT very amazing or very terrible).

2 Put students in pairs to discuss their answers to the questions and move around the room offering support as necessary as they do it. Encourage students to give reasons for their ideas and opinions.

3 Ask the pairs to report back to the class and where there are different opinions, encourage a class discussion.

Suggested answers

1 He wants David to earn his own money, to pay for food. He probably does not want to pay this money himself.
2 David worked with three other boys. All the people who worked at the bottle merchants were children. The merchants probably didn't have to pay them much money to do this dirty work.
3 He is very poor and he probably got some money from David for living there.
4 Line 8: the merchants' old house.
Line 23: the prison
5 Yes, because it is very bad to have debts./No, because some people who have debts are not bad people. They just need time to pay the money back.
6 Students' answers

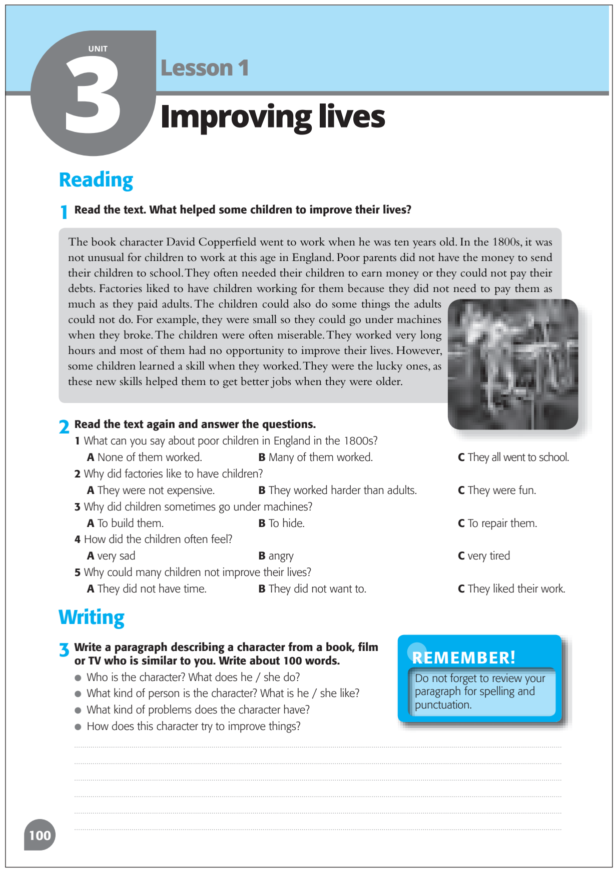
Research

1 Read the tasks with the class.

2 Ask them to research the information. They do not have to read all the book to find it. Encourage them to find summaries of the story on the internet.

3 You can discuss what they learned from the story at the start of the next lesson. (The moral of the story is that people who are honest and work hard are rewarded, while people who are not honest will not be happy in the end).

WB page 100



UNIT 3 Lesson 1

Improving lives

Reading

1 Read the text. What helped some children to improve their lives?

The book character David Copperfield went to work when he was ten years old. In the 1800s, it was not unusual for children to work at this age in England. Poor parents did not have the money to send their children to school. They often needed their children to earn money or they could not pay their debts. Factories liked to have children working for them because they did not need to pay them as much as they paid adults. The children could also do some things the adults could not do. For example, they were small so they could go under machines when they broke. The children were often miserable. They worked very long hours and most of them had no opportunity to improve their lives. However, some children learned a skill when they worked. They were the lucky ones, as these new skills helped them to get better jobs when they were older.

2 Read the text again and answer the questions.
1 What can you say about poor children in England in the 1800s?
A None of them worked. B Many of them worked. C They all went to school.
2 Why did factories like to have children?
A They were not expensive. B They worked harder than adults. C They were fun.
3 Why did children sometimes go under machines?
A To build them. B To hide. C To repair them.
4 How did the children often feel?
A very sad B angry C very tired
5 Why could many children not improve their lives?
A They did not have time. B They did not want to. C They liked their work.

Writing

3 Write a paragraph describing a character from a book, film or TV who is similar to you. Write about 100 words.
- Who is the character? What does he / she do?
- What kind of person is the character? What is he / she like?
- What kind of problems does the character have?
- How does this character try to improve things?

REMEMBER!
Do not forget to review your paragraph for spelling and punctuation.

100

1 Read the text. What helped some children to improve their lives.

1 Ask students what children in the picture are doing.

2 Ask students to say what they can see in the photograph.

3 Read the question above the passage and ask students to read the text quickly to find the answer.

Answers

Some of them learned a new skill. This helped them to get better jobs when they were older.

2 Read the text again and answer the questions.

1 Ask students to read questions 1–5 first so they know what information to look for.

2 Encourage students to complete the task

individually.

3 Fast finishers can compare answers in pairs.

4 Feedback as a class.

Answers

1 B 2 A/B 3 C 4 A 5 A

Writing

3 Write a paragraph describing a character from a book, film or TV who is similar to you. Write about 100 words.

1 Check students understand the task: they should think of a person that is like them.

2 Read the questions as a class and elicit some ideas.

3 Give students time to plan their work. They could finish for homework if necessary.

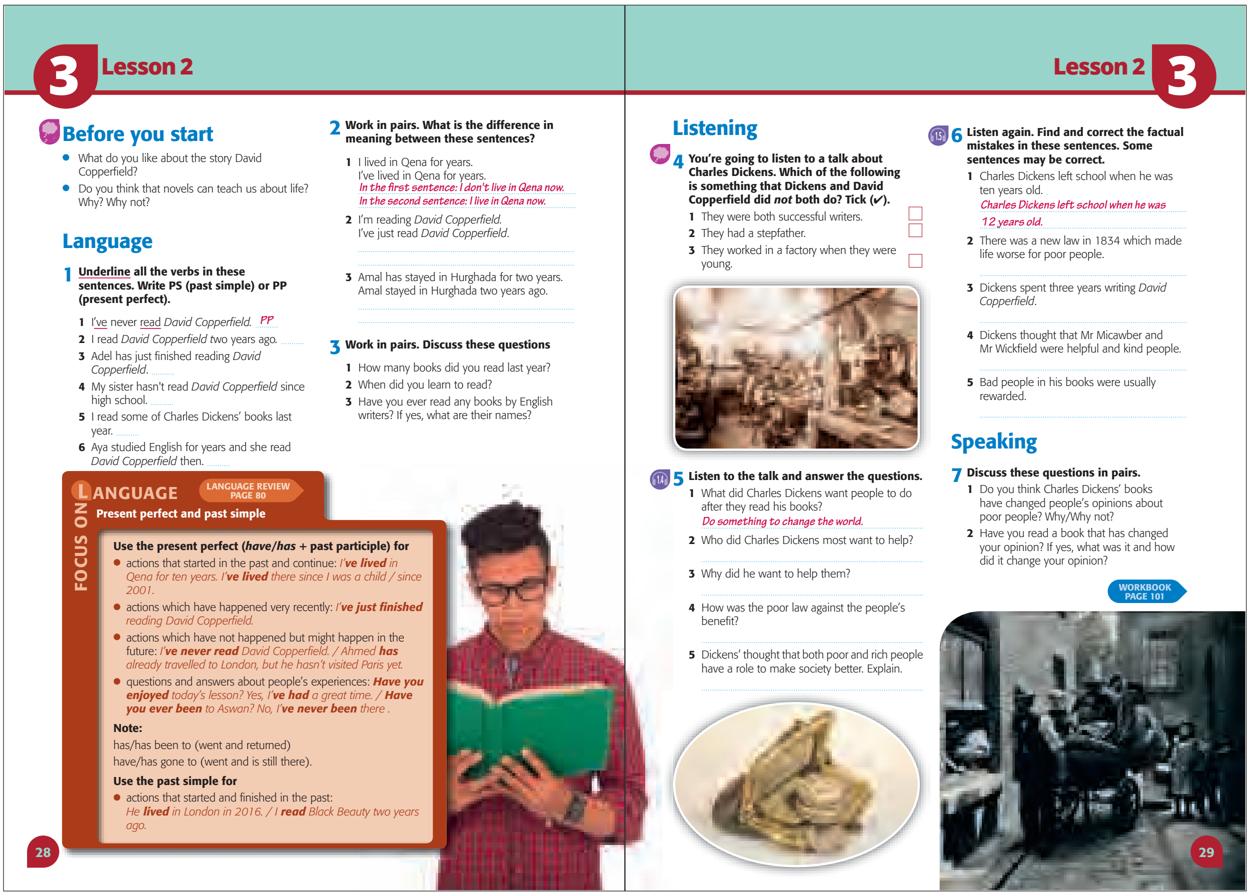
4 Remind students of the information in the *Remember!* box.

5 In case they finish, you can take in their work to mark in the next lesson.

Students' own answers.

Lesson 2

SB pages 28-29 WB page 101



3 Lesson 2

Before you start

- What do you like about the story David Copperfield?
- Do you think that novels can teach us about life? Why? Why not?

Language

1 Underline all the verbs in these sentences. Write PS (past simple) or PP (present perfect).

1 I've never read *David Copperfield.* PP
2 I read *David Copperfield* two years ago. ....
3 Adel has just finished reading *David Copperfield.* ....
4 My sister hasn't read *David Copperfield* since high school. ....
5 I read some of Charles Dickens' books last year. ....
6 Aya studied English for years and she read *David Copperfield* then. ....

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 80

Present perfect and past simple

Use the present perfect (*have/has* + past participle) for

- actions that started in the past and continue: *I've **lived** in Qena for ten years. I've **lived** there since I was a child / since 2001.*
- actions which have happened very recently: *I've **just finished** reading David Copperfield.*
- actions which have not happened but might happen in the future: *I've **never read** David Copperfield. / Ahmed **has** already travelled to London, but he hasn't visited Paris yet.*
- questions and answers about people's experiences: ***Have you enjoyed** today's lesson? Yes, I've **had** a great time. / **Have you ever been** to Aswan? No, I've **never been** there .*

Note:

has/has been to (went and returned)

have/has gone to (went and is still there).

Use the past simple for

- actions that started and finished in the past: *He **lived** in London in 2016. / I **read** Black Beauty two years ago.*

2 Work in pairs. What is the difference in meaning between these sentences?

1 I lived in Qena for years.
I've lived in Qena for years.
In the first sentence: I don't live in Qena now.
In the second sentence: I live in Qena now.
2 I'm reading *David Copperfield.*
I've just read *David Copperfield.*
....
3 Amal has stayed in Hurghada for two years.
Amal stayed in Hurghada two years ago.
....

3 Work in pairs. Discuss these questions

1 How many books did you read last year?
2 When did you learn to read?
3 Have you ever read any books by English writers? If yes, what are their names?

28

Lesson 2 3

Listening

4 You're going to listen to a talk about Charles Dickens. Which of the following is something that Dickens and David Copperfield did *not* both do? Tick (✔).

1 They were both successful writers. ☐
2 They had a stepfather. ☐
3 They worked in a factory when they were young. ☐

1.4 **5 Listen to the talk and answer the questions.**

1 What did Charles Dickens want people to do after they read his books?
Do something to change the world.
2 Who did Charles Dickens most want to help?
....
3 Why did he want to help them?
....
4 How was the poor law against the people's benefit?
....
5 Dickens' thought that both poor and rich people have a role to make society better. Explain.
....

1.5 **6 Listen again. Find and correct the factual mistakes in these sentences. Some sentences may be correct.**

1 Charles Dickens left school when he was ten years old.
Charles Dickens left school when he was 12 years old.
2 There was a new law in 1834 which made life worse for poor people.
....
3 Dickens spent three years writing *David Copperfield.*
....
4 Dickens thought that Mr Micawber and Mr Wickfield were helpful and kind people.
....
5 Bad people in his books were usually rewarded.
....

Speaking

7 Discuss these questions in pairs.

1 Do you think Charles Dickens' books have changed people's opinions about poor people? Why/Why not?
2 Have you read a book that has changed your opinion? If yes, what was it and how did it change your opinion?

WORKBOOK PAGE 101

29

Before you start

1 Put the students in pairs to discuss the *Before you start* questions.

2 Ask pairs to report their answers back to the class and encourage them to compare their answers with others in the class.

3 Discuss all answers and accept all reasonable ones.

Language

1 Underline all the verbs in these sentences. Write PS (past simple) or PP (present perfect).

1 Read through the Focus on Language box and refer students to the Language review if necessary. Point out the uses and the form of the two tenses.

2 Allow students a few minutes to do the task and compare their answers with a partner.

3 Feedback as a class and try to elicit the reason why each tense is used in these sentences, referring to the uses in the box.

Answers

2 I read *David Copperfield* two years ago. PS
3 Adel has just finished reading *David Copperfield*. PP
4 My sister hasn't read *David Copperfield* since high school. PP
5 I read some of Charles Dickens' books last year. PS
6 Aya studied English for years and she read *David Copperfield* then. PS

2 Work in pairs. What is the difference in meaning between these sentences?

1 Go through the example with the class explaining as necessary.

2 Ask students to describe the differences between the other two pairs of sentences. Remind students they can use the information in the Focus on Language box if necessary.

3 Check answers as a class.

Answers

2 In the first sentence I'm (still) reading *David Copperfield* now / I haven't finished reading *David Copperfield*. In the second sentence, I finished reading *David Copperfield* a short time ago.
3 In the first sentence, Amal talks about her experience of staying in Hurghada which continues. In the second sentence she talks about when she stayed in Hurghada, a past experience which has ended.

3 Work in pairs. Discuss these questions.

1 Go through the first question as a class.

2 Put the students in pairs to discuss the questions. Monitor and check students are using the correct verb form.

3 Ask pairs to report their answers back to the class and feedback on language use.

Students' own answers.

Listening

4 You are going to listen to a talk about Charles Dickens. Which of the following is something that Dickens and David Copperfield did *not* both do? Tick.

1 Initiate a brainstorm to elicit what happened in the extract of *David Copperfield*.

2 Go through the question and answer options with the class before they listen.

3 Play the recording.

4 Ask students which answer they chose and why.

Answers

2 (They had a stepfather)

5 Listen to the talk and answer questions.

1 Read through the questions with the class checking understanding.

2 Play the recording and tell students to listen for the answers to the questions.

3 If necessary, play the recording again before checking answers with the class.

Answers

1 Do something to change the world.
2 Poor children.
3 Because he had a difficult childhood.
4 It removed support for most poor people so their lives were hard.
5 *Suggested*. Any person who worked hard and was honest and good deserved to be rewarded because they made society better.

6 Listen again. Find and correct the factual mistakes in these sentences. Some sentences may be correct.

1 Read through the sentences and ask students if they can identify any of the mistakes from the first listening.

2 Play the first part of the recording again and stop when the students hear the answer to the example sentence. Check that students understand the task.

3 Continue playing the recording so that students can listen for the other sentences, reminding them that some of the information may be correct.

4 Check answers as a class.

Answers

1 Charles Dickens left school when he was 12 years old.
2 correct
3 Dickens spent one year writing David Copperfield.
4 correct
5 Bad people had an unhappy end.

Audioscript

Today millions of people know Charles Dickens for the brilliant books that he wrote. He was a great storyteller. But Dickens didn't only want to entertain people with his books, he also wanted to change their opinions about the world they lived in. He hoped his readers would then do something to make the world a better place.

Dickens was most interested in helping poor children because of his own difficult childhood. When he was 12 years old, Charles' father was sent to prison. Like David Copperfield, he had to leave school and work to support his family instead. The Poor Law of 1834 removed support for most poor people so their lives were hard.

When he wrote David Copperfield between 1849 and 1850, Dickens wanted to show us that not all poor people were bad. Like his father, Mr Micawber went to prison because he had no money but after he left prison, he wanted to help David because he was a good man. In Dickens' books, people who worked hard were also often rewarded. For example, at the end of the book, David Copperfield becomes a successful writer.

Dickens also wanted to say that rich people needed to do something to help the poor. In David Copperfield, a man called Mr Wickfield helps David by giving him a room. Dickens thought that people like Mr Wickfield were honest and good and deserved to be rewarded. Other people in the book, on the other hand, were bad and had an unhappy end.

Speaking

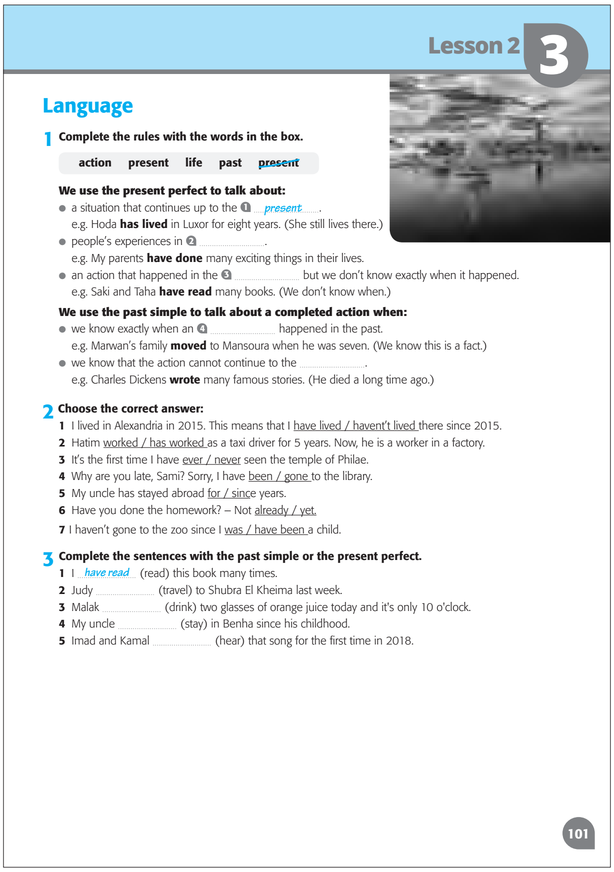
7 Discuss these questions in pairs.

1 Put students into pairs to discuss the questions.

2 As students talk, move around the classroom helping as necessary and encouraging students to give reasons for their ideas.

3 Feedback by asking some different students to report their answers and encourage the class to offer their own ideas and comments.

WB page 101


Lesson 2 3

Language

1 Complete the rules with the words in the box.

action present life past ~~present~~

We use the present perfect to talk about:
- a situation that continues up to the 1 present.
  e.g. Hoda **has lived** in Luxor for eight years. (She still lives there.)
- people's experiences in 2 ....
  e.g. My parents **have done** many exciting things in their lives.
- an action that happened in the 3 .... but we don't know exactly when it happened.
  e.g. Saki and Taha **have read** many books. (We don't know when.)

We use the past simple to talk about a completed action when:
- we know exactly when an 4 .... happened in the past.
  e.g. Marwan's family **moved** to Mansoura when he was seven. (We know this is a fact.)
- we know that the action cannot continue to the ....
  e.g. Charles Dickens **wrote** many famous stories. (He died a long time ago.)

2 Choose the correct answer:
1 I lived in Alexandria in 2015. This means that I have lived / havent't lived there since 2015.
2 Hatim worked / has worked as a taxi driver for 5 years. Now, he is a worker in a factory.
3 It's the first time I have ever / never seen the temple of Philae.
4 Why are you late, Sami? Sorry, I have been / gone to the library.
5 My uncle has stayed abroad for / since years.
6 Have you done the homework? – Not already / yet.
7 I haven't gone to the zoo since I was / have been a child.

3 Complete the sentences with the past simple or the present perfect.
1 I have read (read) this book many times.
2 Judy .... (travel) to Shubra El Kheima last week.
3 Malak .... (drink) two glasses of orange juice today and it's only 10 o'clock.
4 My uncle .... (stay) in Benha since his childhood.
5 Imad and Kamal .... (hear) that song for the first time in 2018.

101

Language

1 Complete the rules with the words in the box.

1 This activity checks students' understanding of the uses of the present perfect and past simple tenses. Give them time to complete the sentences to check they understand the rules.

2 If they need more help, they can look back at the Focus on Language box on page 28.

3 Check answers as a class.

Answers

1 present	2 life	3 past	4 action
5 present			

2 Choose the correct answer.

1 Do the first sentence as an example.

2 Students work in pairs to complete the task.

3 Check answers as a class.

Answers

1 haven't lived	2 worked	3 ever
4 been	5 for	6 yet
7 was		

3 Complete the sentences with the past simple or the present perfect.

1 Read the example sentence and check students understand what they have to do.

2 Students can do the task individually and check their answers in pairs.

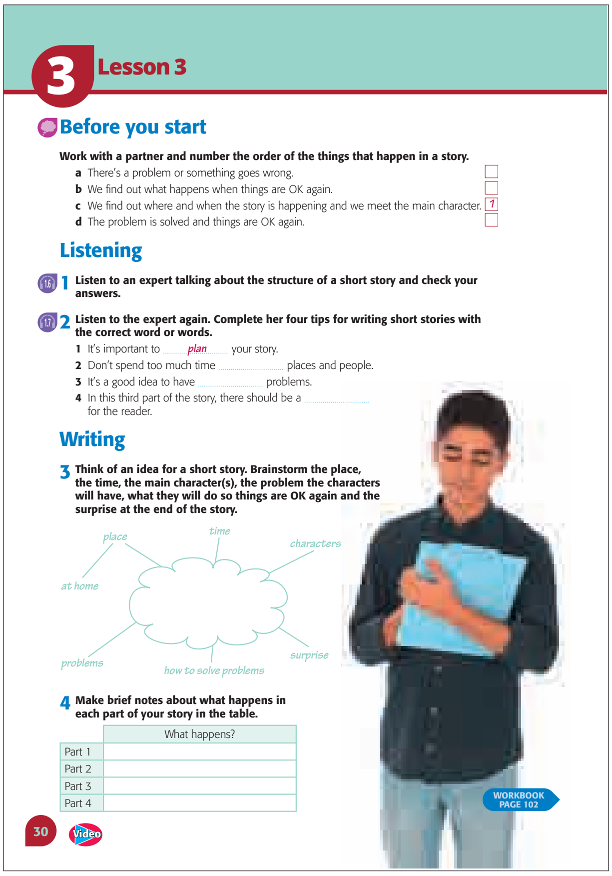
3 Check answers as a class.

Answers

1 have read	2 travelled	3 has drunk
4 has stayed	5 heard	

Lesson 3

SB page 30 WB page 102


3 Lesson 3

Before you start

Work with a partner and number the order of the things that happen in a story.

a There's a problem or something goes wrong. ☐
b We find out what happens when things are OK again. ☐
c We find out where and when the story is happening and we meet the main character. 1
d The problem is solved and things are OK again. ☐

Listening

16 1 Listen to an expert talking about the structure of a short story and check your answers.

17 2 Listen to the expert again. Complete her four tips for writing short stories with the correct word or words.

1 It's important to *plan* your story.
2 Don't spend too much time .... places and people.
3 It's a good idea to have .... problems.
4 In this third part of the story, there should be a .... for the reader.

Writing

3 Think of an idea for a short story. Brainstorm the place, the time, the main character(s), the problem the characters will have, what they will do so things are OK again and the surprise at the end of the story.

4 Make brief notes about what happens in each part of your story in the table.

	What happens?
Part 1	
Part 2	
Part 3	
Part 4	

WORKBOOK PAGE 102

30 Video

Before you start

Work with a partner and number the order of the things that happen in a story.

1 Tell students they are going to learn about the typical structure of a story.

2 Read the example sentence and explain that this is what usually happens in the introduction to a story.

3 Put students in pairs and ask them to read the other descriptors and decide together on the correct order for a typical story.

4 Do not give feedback at this stage.

Listening

1 Listen to an expert talking about the structure of a short story and check your answers.

1 Play the recording. Students listen to check their answers to the previous exercise.

2 Check answers as a class.

Answers

a 2 b 4 c 1 d 3

Audioscript

Let's talk about how to write a great short story. It's important to plan your story. It should have four parts. At the start, we find out when and where the story is happening and we meet the main character. Don't spend too much time describing places and people – your characters need to do something from the start.

In the second part of the story, the main character has a problem or something goes wrong. It's a good idea to have two or more problems. After that, the problem or problems are solved and everything is OK again. In this third part of the story, there should be a surprise for the reader. Finally, we find out what the characters do next, so, what happens to them when things are OK again.

2 Listen to the expert again. Complete her four tips for writing short stories with the correct word or words.

1 Read through the tips as a class and ask if students remember any of the answers from the first listening.

2 Play the recording again and ask students to complete the gaps.

3 Check answers as a class.

Answers

1 plan 2 describing 3 two or more
4 surprise

Writing

3 Think of an idea for a short story. Brainstorm the place, the time, the main character(s), the problem the characters will have, what they will do so things are OK again and the surprise at the end of the story.

1 Read the instructions with the class and draw attention to the mind map pointing out the example suggestion (at home) that has already been added.

2 Allow students three or four minutes to generate ideas for their story.

3 Encourage students to show their mind map to a partner and explain some of their ideas.

Students' own answers.

4 Make brief notes about what happens in each part of your story in the table.

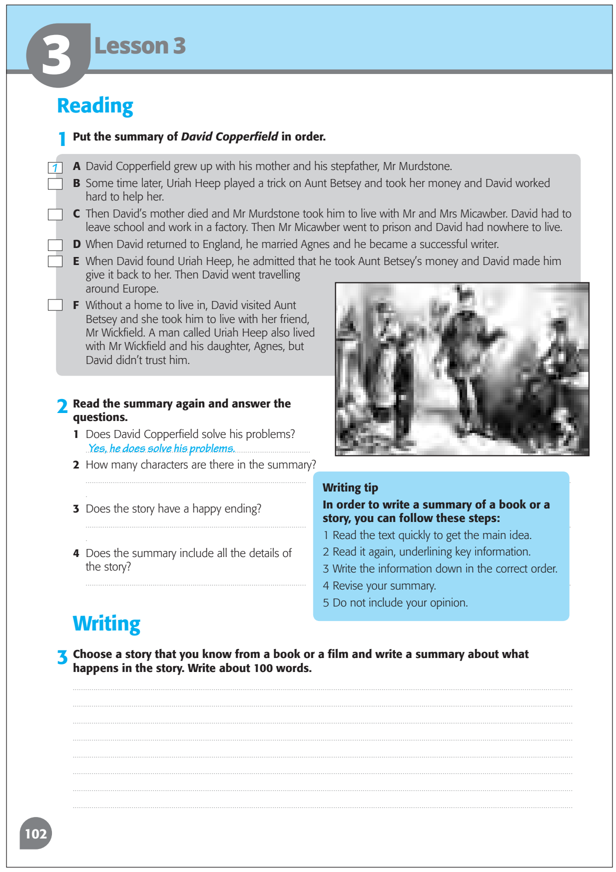
1 Remind students of the four stages of a story outlined at the start of the lesson and encourage them to make brief notes about each part in the table.

2 Point out that the four stages can be four separate paragraphs in the story.

3 Students can write up the story at home. Remind them to check their work for spelling and grammar when they finish writing.

Students' own answers.

WB page 102



3 Lesson 3

Reading

1 Put the summary of *David Copperfield* in order.

- [1] **A** David Copperfield grew up with his mother and his stepfather, Mr Murdstone.
- [ ] **B** Some time later, Uriah Heep played a trick on Aunt Betsey and took her money and David worked hard to help her.
- [ ] **C** Then David's mother died and Mr Murdstone took him to live with Mr and Mrs Micawber. David had to leave school and work in a factory. Then Mr Micawber went to prison and David had nowhere to live.
- [ ] **D** When David returned to England, he married Agnes and he became a successful writer.
- [ ] **E** When David found Uriah Heep, he admitted that he took Aunt Betsey's money and David made him give it back to her. Then David went travelling around Europe.
- [ ] **F** Without a home to live in, David visited Aunt Betsey and she took him to live with her friend, Mr Wickfield. A man called Uriah Heep also lived with Mr Wickfield and his daughter, Agnes, but David didn't trust him.

2 Read the summary again and answer the questions.

1 Does David Copperfield solve his problems?
Yes, he does solve his problems.

2 How many characters are there in the summary?

3 Does the story have a happy ending?

4 Does the summary include all the details of the story?

Writing tip
In order to write a summary of a book or a story, you can follow these steps:
1 Read the text quickly to get the main idea.
2 Read it again, underlining key information.
3 Write the information down in the correct order.
4 Revise your summary.
5 Do not include your opinion.

Writing

3 Choose a story that you know from a book or a film and write a summary about what happens in the story. Write about 100 words.

102

Reading

1 Read the summary of *David Copperfield* and put the paragraphs into the correct order.

1 Ask students what they can remember about the extract from the story *David Copperfield*.

2 Explain that they are now going to read a summary of the story, but the events are in the wrong order.

3 Give students plenty of time to work out the correct order. They can do this in pairs.

4 Check answers by asking individual students to read out a sentence at a time. Do they all agree? Is the order logical?

Answers

A 1 B4 C 2 D 6 E 5 F 3

2 Read the summary again and answer the questions.

1 Ask students to read the summary again and to answer the questions. They can do this in pairs.

2 Check answers as a class.

Answers

1 Yes, he does solve his problems.
2 There are eight (David, Mr Mursdone, Uriah Heep, Aunt Betsey, Mr and Mrs Micawber, Agnes and Mr Wickfield),
3 Yes, it does.
4 Yes, it does.

Writing

3 Choose a story that you know from a book or a film and write a summary about what happens in the story. Write about 100 words.

1 Go over the instructions with the class.

2 Carefully read the Writing tip and make sure students follow this advice.

3 Students can finish the task for homework if time isn't enough.

Video

1 Ask students to watch the video on the Egyptian Knowledge Bank.

2 You could ask them questions to check understanding in the next lesson, for example:

Why did people often tell stories in the past?

How did they tell the stories in the past?

Why do stories often have a message?

Video script

People have always told stories.

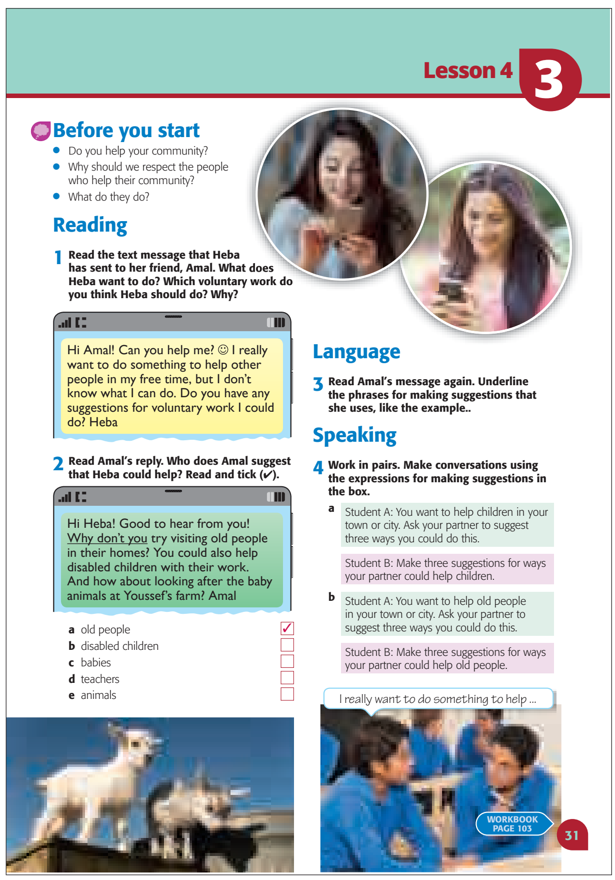
Thousands of years ago they told stories about dangerous places to hunt so the people in their community wouldn't go there. Older people told stories about the people who came before them. They couldn't write the stories down and they didn't want to lose them, so, they painted pictures to tell stories.

If you put your message into a story, people will remember it because they'll feel an emotional connection to the people and places in the story. They may even decide to do something to help the people in the story or people like them.

They say a picture can tell a thousand words, but the words in a story can touch a thousand lives.

Lesson 4

SB page 31 WB page 103


Lesson 4 3

Before you start
- Do you help your community?
- Why should we respect the people who help their community?
- What do they do?

Reading

1 Read the text message that Heba has sent to her friend, Amal. What does Heba want to do? Which voluntary work do you think Heba should do? Why?

Hi Amal! Can you help me? ☺ I really want to do something to help other people in my free time, but I don't know what I can do. Do you have any suggestions for voluntary work I could do? Heba

2 Read Amal's reply. Who does Amal suggest that Heba could help? Read and tick (✓).

Hi Heba! Good to hear from you! Why don't you try visiting old people in their homes? You could also help disabled children with their work. And how about looking after the baby animals at Youssef's farm? Amal

a old people ✓
b disabled children
c babies
d teachers
e animals

Language

3 Read Amal's message again. Underline the phrases for making suggestions that she uses, like the example..

Speaking

4 Work in pairs. Make conversations using the expressions for making suggestions in the box.

a Student A: You want to help children in your town or city. Ask your partner to suggest three ways you could do this.
Student B: Make three suggestions for ways your partner could help children.

b Student A: You want to help old people in your town or city. Ask your partner to suggest three ways you could do this.
Student B: Make three suggestions for ways your partner could help old people.

I really want to do something to help ...

WORKBOOK PAGE 103

31

Before you start

1 Read through the questions with the class.

2 Give students a few minutes to discuss the answers in pairs.

3 In feedback, initiate and encourage a class discussion to answer the questions, helping students with vocabulary as necessary.

Reading

1 Read the text messages that Heba has sent to her friend, Amal. What does Heba want to do? Which voluntary work do you think Heba should do? Why?

1 Allow students a minute or so to scan the text message to find out the answer to the questions.

2 Feedback as a class and help with vocabulary as necessary.

3 Students can give their own ideas for the second question. Do not confirm the answer yet.

Answers

Heba wants to *help other people / do voluntary work. Heba should … (students' own answers).*

2 Read Amal's reply. Who does Amal suggest that Heba could help? Read and tick.

1 Encourage students to look at the list a -e and predict Amal's answers.

2 Allow students a few minutes to read the text to check whether their predictions were correct.

3 Feedback as a class.

Answers

a old people √ b disabled children √
c babies x d teachers x
e animals √

Language

3 Read Amal's message again. Underline the phrases for making suggestions that she uses, like the example.

1 Allow students a few minutes to re-read the message and underline the phrases used.

2 Highlight the verb forms which follow each phrase.

Answers

Why don't you try + verb -ing?
You could (also) + verb.
How about + verb -ing?

Speaking

4 Work in pairs. Make conversations using the expressions for making suggestions.

1 Put students in pairs and remind them to use the language they underlined in Exercise 3

2 Allow a few minutes for them to have the conversation and move round the classroom offering support as necessary.

3 Tell students to change roles (A/B) for the second conversation so that they each have a chance to make suggestions.

4 Allow a few minutes for students to have the second conversation.

5 Ask different students to report back some of the best suggestions from their partners in each situation and, as a class, decide which suggestions are the best and why.

Students' own answers.

WB page 103

Lesson 4 3

Vocabulary

1 Match the words to the definitions.

1 community ....C....
2 culture ....
3 food bank ....
4 voluntary work ....
5 youth association ....

A A place where people collect food to give to others.
B A job that people do for no money.
C People who live in a place or an area and have common interests.
D A group of young people who do things together.
E The beliefs and traditions of a group of people.

Reading

Tarek: In my opinion the Egyptian Food Bank (EFB) is making the world a better place because it helps people who haven't got enough money for food, and it teaches all of us to think more

Samira: I have experienced the work of Tomorrow's Dreamer Youth Association. In my opinion, it shows young people that they can make a difference, and it teaches them about other cultures and communities. They are doing a great job by helping to educate a lot of young people.

Maher: The Egyptian Red Crescent helps a lot of people every day. When there is a big health problem, we always see the doctors from the Red Crescent on TV. But they also work with communities to stop health problems from happening. One day, I want to do some voluntary work for them.

2 Read the opinions of three Egyptian teenagers and answer the questions *true* (T) or *false* (F).

1 Tarek doesn't agree with what the EFB are doing. ....F....
2 Tarek gives food to the charity to help others. ....
3 Samira thinks young people can't do anything to help others. ....
4 Samira thinks that education is very important. ....
5 Maher has seen the Egyptian Red crescent on TV. ....
6 The Egyptian Red crescent doesn't work with communities. ....

Writing

3 Write a paragraph about something you have done to help another person, or other people. Write about 100 words.

- It can be something big, or a small act of kindness.
- What was the problem?
- Why did you help?
- How did you feel afterwards?

....

103

Vocabulary

1 Match the words to the definitions.

1 Read the example and check students understand the task.

2 Students complete the task individually and compare answers in pairs. They can use a dictionary if necessary.

3 Check answers as a class.

Answers

1 C	2 E	3 A	4 B	5 D

Reading

2 Read the opinions of three Egyptian teenagers and answer the questions true (T) or false (F).

1 Ask students to read the three opinions and then the true/false questions.

2 Encourage them to correct the false sentences.

3 Check answers as a class.

Answers

1 F	2 F	3 F
4 T	5 T	6 F

Writing

3 Write a paragraph about something you have done to help another person, or other people. Write about 100 words.

1 Go through the information with the class checking understanding.

2 Allow students to brainstorm some ideas with a partner before writing their paragraphs individually.

3 Take in their work to mark.

Students' own answers.

Lesson 5

SB pages 32–34



Chapter 3

The next morning, Mr Trelawney asked me to take a note to Long John Silver. I went to the inn which Silver owned. It was full of people, but I soon saw a tall, strong man with one leg. He looked very happy and seemed to know all of the people there. I walked up to him and gave him the note. When he saw that it was from Mr Trelawney, he looked surprised and said, "Ah, you must be the new ship's boy!"

At that moment, one of the men in the inn quickly left the room. I saw that he had three fingers on one hand.

"It's Black Dog!" I called. "Stop him!"

"Yes, stop him! He did not pay for his food!" called Silver to one of his helpers. The helper ran out of the door.

"Do you know that man? Black Dog, is it?" Silver asked me.

"Yes, he was one of the men who attacked my home. Did Mr Trelawney tell you about that?" I replied.

"Ah, yes. I've seen him in my inn before. He sometimes comes with a blind man."

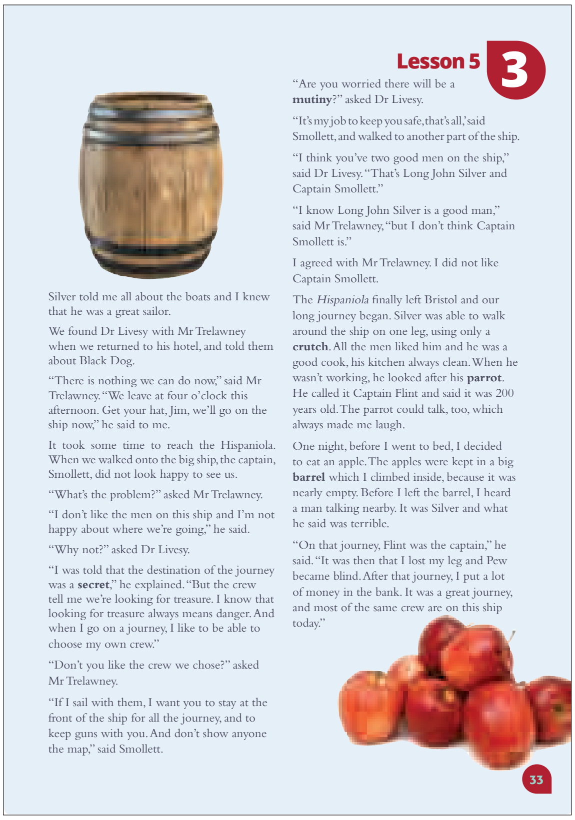
"The blind man is called Pew," I said. "He was with Black Dog when they attacked."

"Then we must catch them both," said Silver. However, the helper returned and said he could not catch Black Dog.

"Well, we must return to Mr Trelawney," said Silver.

We walked back along the **harbour** past boats of different sizes, all preparing to go to sea.

32



Lesson 5 3

Silver told me all about the boats and I knew that he was a great sailor.

We found Dr Livesy with Mr Trelawney when we returned to his hotel, and told them about Black Dog.

"There is nothing we can do now," said Mr Trelawney. "We leave at four o'clock this afternoon. Get your hat, Jim, we'll go on the ship now," he said to me.

It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

"What's the problem?" asked Mr Trelawney.

"I don't like the men on this ship and I'm not happy about where we're going," he said.

"Why not?" asked Dr Livesy.

"I was told that the destination of the journey was a **secret**," he explained. "But the crew tell me we're looking for treasure. I know that looking for treasure always means danger. And when I go on a journey, I like to be able to choose my own crew."

"Don't you like the crew we chose?" asked Mr Trelawney.

"If I sail with them, I want you to stay at the front of the ship for all the journey, and to keep guns with you. And don't show anyone the map," said Smollett.

"Are you worried there will be a **mutiny**?" asked Dr Livesy.

"It's my job to keep you safe, that's all,' said Smollett, and walked to another part of the ship.

"I think you've two good men on the ship," said Dr Livesy. "That's Long John Silver and Captain Smollett."

"I know Long John Silver is a good man," said Mr Trelawney, "but I don't think Captain Smollett is."

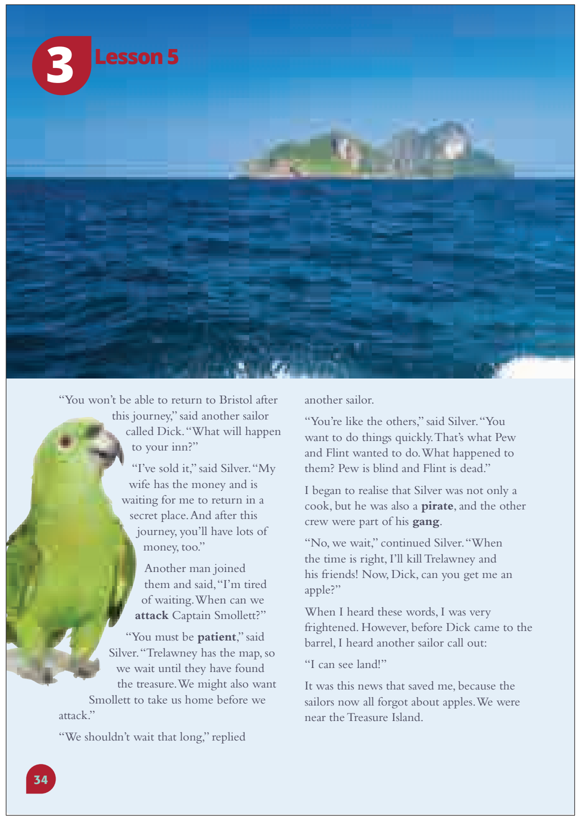
I agreed with Mr Trelawney. I did not like Captain Smollett.

The *Hispaniola* finally left Bristol and our long journey began. Silver was able to walk around the ship on one leg, using only a **crutch**. All the men liked him and he was a good cook, his kitchen always clean. When he wasn't working, he looked after his **parrot**. He called it Captain Flint and said it was 200 years old. The parrot could talk, too, which always made me laugh.

One night, before I went to bed, I decided to eat an apple. The apples were kept in a big **barrel** which I climbed inside, because it was nearly empty. Before I left the barrel, I heard a man talking nearby. It was Silver and what he said was terrible.

"On that journey, Flint was the captain," he said. "It was then that I lost my leg and Pew became blind. After that journey, I put a lot of money in the bank. It was a great journey, and most of the same crew are on this ship today."

33



3 Lesson 5

"You won't be able to return to Bristol after this journey," said another sailor called Dick. "What will happen to your inn?"

"I've sold it," said Silver. "My wife has the money and is waiting for me to return in a secret place. And after this journey, you'll have lots of money, too."

Another man joined them and said, "I'm tired of waiting. When can we **attack** Captain Smollett?"

"You must be **patient**," said Silver. "Trelawney has the map, so we wait until they have found the treasure. We might also want Smollett to take us home before we attack."

"We shouldn't wait that long," replied another sailor.

"You're like the others," said Silver. "You want to do things quickly. That's what Pew and Flint wanted to do. What happened to them? Pew is blind and Flint is dead."

I began to realise that Silver was not only a cook, but he was also a **pirate**, and the other crew were part of his **gang**.

"No, we wait," continued Silver. "When the time is right, I'll kill Trelawney and his friends! Now, Dick, can you get me an apple?"

When I heard these words, I was very frightened. However, before Dick came to the barrel, I heard another sailor call out:

"I can see land!"

It was this news that saved me, because the sailors now all forgot about apples. We were near the Treasure Island.

34

Before you start

1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.

Suggested answers

Jim Hawkins and his mother escaped from the eight men who were looking for the Captain's map. Jim showed the map to Dr Livesy and Mr Trelawney and they decided to hire a ship to find the treasure. Mr Trelawney found a ship called the Hispaniola and a crew that included a cook called Long John Silver. Jim said goodbye to his mother and then travelled to Bristol with Redruth, Mr Trelawney's servant. They are going to sail the following day.

Before you read

1 Ask students to look at the picture and describe how it relates to the story.

2 Ask students to discuss what they think will happen next in the story. Note their suggestions on the board.

Students' own answers.

Reading

1 Assign the roles below to different students and ask three other students to take the role of the narrator when needed.

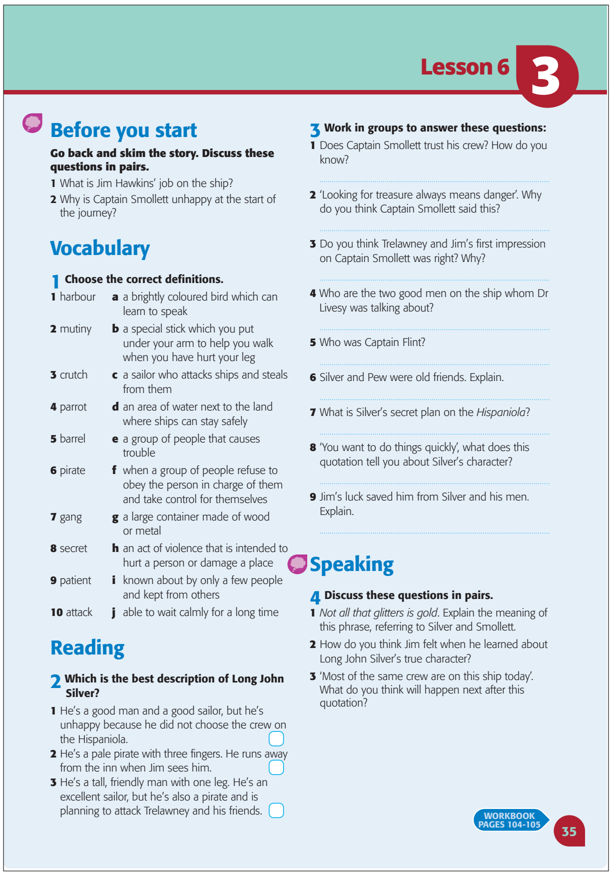
Long John Silver, Jim, Mr Trelawney, Smollett, Dr Livesy, Sailor 1: 'Dick', Sailor 2: 'another man', Sailor 3: 'another sailor'

2 One student narrates the story, and the students with a role read their parts.

3 Allow time for the class to read through the story, changing the narrator for each page.

Lesson 6

SB pages 35 WB page 104 –105


Lesson 6 3

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What is Jim Hawkins' job on the ship?
2 Why is Captain Smollett unhappy at the start of the journey?

Vocabulary

1 Choose the correct definitions.

1 harbour — a a brightly coloured bird which can learn to speak
2 mutiny — b a special stick which you put under your arm to help you walk when you have hurt your leg
3 crutch — c a sailor who attacks ships and steals from them
4 parrot — d an area of water next to the land where ships can stay safely
5 barrel — e a group of people that causes trouble
6 pirate — f when a group of people refuse to obey the person in charge of them and take control for themselves
7 gang — g a large container made of wood or metal
8 secret — h an act of violence that is intended to hurt a person or damage a place
9 patient — i known about by only a few people and kept from others
10 attack — j able to wait calmly for a long time

Reading

2 Which is the best description of Long John Silver?

1 He's a good man and a good sailor, but he's unhappy because he did not choose the crew on the Hispaniola.
2 He's a pale pirate with three fingers. He runs away from the inn when Jim sees him.
3 He's a tall, friendly man with one leg. He's an excellent sailor, but he's also a pirate and is planning to attack Trelawney and his friends.

3 Work in groups to answer these questions:

1 Does Captain Smollett trust his crew? How do you know?
2 'Looking for treasure always means danger'. Why do you think Captain Smollett said this?
3 Do you think Trelawney and Jim's first impression on Captain Smollett was right? Why?
4 Who are the two good men on the ship whom Dr Livesy was talking about?
5 Who was Captain Flint?
6 Silver and Pew were old friends. Explain.
7 What is Silver's secret plan on the *Hispaniola*?
8 'You want to do things quickly', what does this quotation tell you about Silver's character?
9 Jim's luck saved him from Silver and his men. Explain.

Speaking

4 Discuss these questions in pairs.

1 *Not all that glitters is gold.* Explain the meaning of this phrase, referring to Silver and Smollett.
2 How do you think Jim felt when he learned about Long John Silver's true character?
3 'Most of the same crew are on this ship today'. What do you think will happen next after this quotation?

WORKBOOK PAGES 104-105

35

Before you start

1 Ask students to read the story again quickly.

2 Draw attention to the questions and explain any unknown words.

3 Give students time to discuss the answers and then feedback to the class.

Suggested answers

1 He is the new ship's boy.
2 Because he doesn't like the crew and he thinks they will not be safe.

Vocabulary

1 Choose the correct definitions.

1 Point out that the words in the box are the words in bold in the text so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are adjectives and some are nouns and that knowing this can help them decide whether a word fits in a gap in the sentence or not.

3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 d	2 f	3 b	4 a	5 g
6 c	7 e	8 i	9 j	10 h

Reading

2 Which is the best description of Long John Silver?

1 Read through the options and explain any unknown words.

2 Give students enough time to discuss their answers in pairs.

3 Check the answer as a class.

Answers

3 He's a tall, friendly man with one leg. He is an excellent sailor, but he is also a pirate and he is planning to attack Trelawney and his friends.

3 Work in groups to answer these questions.

1 Ask students to work together in groups.

2 Read through the questions and explain any unknown words.

3 Allow students plenty of time to discuss the answers as a group. Monitor and assist with language when necessary.

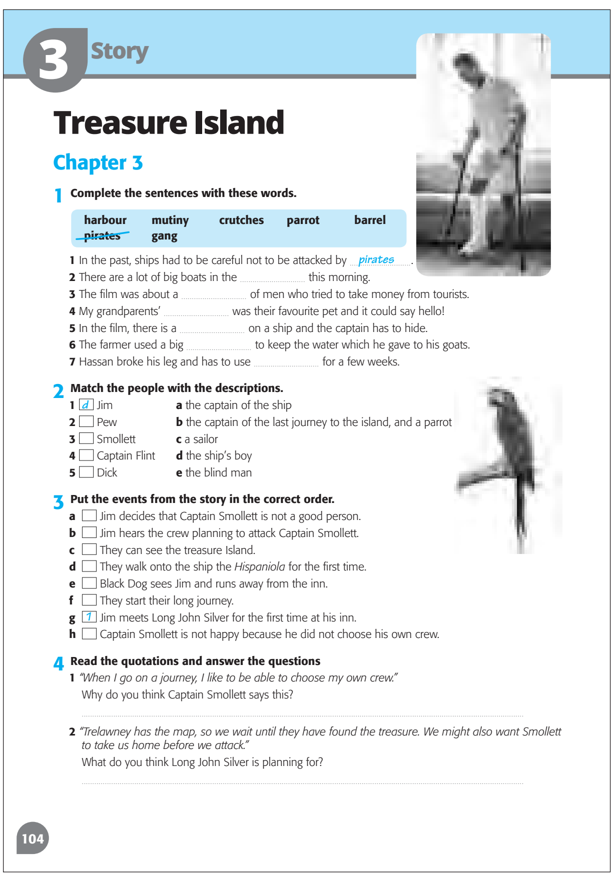
4 Ask different groups to feedback their answers to the class.

Suggested answers

1 No. He's unhappy about the crew knowing that they are looking for treasure. He tells Mr Trelawney and Dr Livesy to keep a gun with them because he is worried about a mutiny.
2 Because some people can't be trusted when they think they might get rich.
3 No. Jim finds out later that Smollett was right

not to trust the crew because they are pirates.
4 Long John Silver and Captain Smollett.
5 Flint was a captain on a ship with Long John Silver. He's dead now and Long John Silver's parrot is called Flint.
6 Jim hears Silver talking about how Pew became blind, so they have known each other for a long time. Pew and Silver both sailed with Captain Flint.
7 He plans to wait until they have found the treasure and then he's going to kill Smollet, Dr Livesy, Mr Trelawney and Jim later.
8 It shows that Silver can be patient as he can wait for the best time to do something.
9 Dick was going to get an apple for Silver. He would discover Jim hiding in the barrel, but then someone saw land and everyone forgot about the apple.

WB page 104


3 Story

Treasure Island

Chapter 3

1 Complete the sentences with these words.

harbour mutiny crutches parrot barrel ~~pirates~~ gang

1 In the past, ships had to be careful not to be attacked by *pirates*.
2 There are a lot of big boats in the .... this morning.
3 The film was about a .... of men who tried to take money from tourists.
4 My grandparents' .... was their favourite pet and it could say hello!
5 In the film, there is a .... on a ship and the captain has to hide.
6 The farmer used a big .... to keep the water which he gave to his goats.
7 Hassan broke his leg and has to use .... for a few weeks.

2 Match the people with the descriptions.

1 [d] Jim — a the captain of the ship
2 [ ] Pew — b the captain of the last journey to the island, and a parrot
3 [ ] Smollett — c a sailor
4 [ ] Captain Flint — d the ship's boy
5 [ ] Dick — e the blind man

3 Put the events from the story in the correct order.

a [ ] Jim decides that Captain Smollett is not a good person.
b [ ] Jim hears the crew planning to attack Captain Smollett.
c [ ] They can see the treasure Island.
d [ ] They walk onto the ship the *Hispaniola* for the first time.
e [ ] Black Dog sees Jim and runs away from the inn.
f [ ] They start their long journey.
g [1] Jim meets Long John Silver for the first time at his inn.
h [ ] Captain Smollett is not happy because he did not choose his own crew.

4 Read the quotations and answer the questions

1 *"When I go on a journey, I like to be able to choose my own crew."*
Why do you think Captain Smollett says this?
....

2 *"Trelawney has the map, so we wait until they have found the treasure. We might also want Smollett to take us home before we attack."*
What do you think Long John Silver is planning for?
....

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Speaking

4 Discuss these questions in pairs.

1 Read through the questions with the class, checking understanding.

2 Allow students three or four minutes to discuss the questions with their partner.

3 Move around the classroom and monitor the students as they have the discussion and offer help as needed.

4 Feedback by asking some pairs to report their answers to the class.

Suggested answers

1 Things aren't as they first appear. At first, Jim thought that Silver was a good man and that Smollett was a bad man, but he was mistaken about both of them.
2 I think he probably felt shocked and frightened.
3 I think that the crew will mutiny because they all know each other and they want the treasure.

1 Complete the sentences with these words.

1 Point out that the words in the box are the words in bold in the text so students can check the meanings by reading the words in context if necessary.

2 Allow students a few minutes to do the exercise before checking answers as a class.

Answers

1 pirates	2 harbour	3 gang
4 parrot	5 mutiny	6 barrel
7 crutches		

2 Match the people with the descriptions.

1 Ask students to read the descriptions of the people and explain any unknown words.

2 Give students enough time match the people to the descriptions.

3 Check answers as a class.

Answers

1 d 2 e 3 a 4 b 5 c

3 Put the events from the story in the correct order.

1 Read through the events and explain any unknown words.

2 Ask students to decide the order in which the events happened. Elicit the first event from the class before letting students continue individually.

3 Ask students to compare their answers with a partner before checking as a class.

Answers

1 g	2 e	3 d	4 h	5 a
6 f	7 b	8 c		

4 Read the quotations and answer the questions.

1 Ask students to think about when and where the quotations were made, and who they concern.

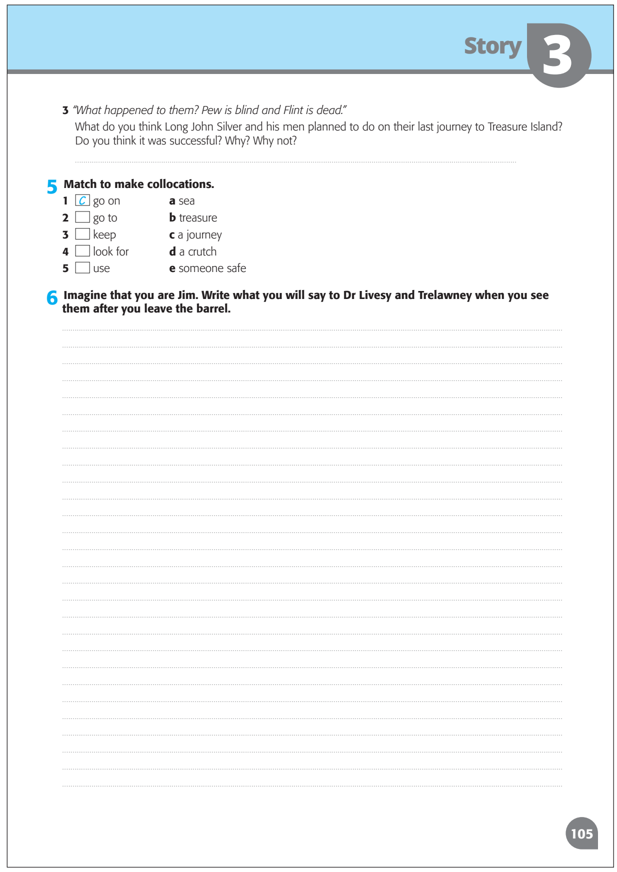
2 Give students enough time to find the quotations in the story and to summarise their answers.

3 Check answers as a class.

Suggested answers

1 Captain Smollett likes to choose his own crew because he wants to work with people he can trust. He can't trust people who he doesn't know.
2 Long John Silver is planning how to steal the treasure and then get home again before he kills Smollett and the others.
3 I think they planned to get the treasure and something went wrong.

WB page 105


Story 3

3 *"What happened to them? Pew is blind and Flint is dead."*
What do you think Long John Silver and his men planned to do on their last journey to Treasure Island? Do you think it was successful? Why? Why not?

5 Match to make collocations.

1 [C] go on — **a** sea
2 [ ] go to — **b** treasure
3 [ ] keep — **c** a journey
4 [ ] look for — **d** a crutch
5 [ ] use — **e** someone safe

6 Imagine that you are Jim. Write what you will say to Dr Livesy and Trelawney when you see them after you leave the barrel.

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5 Match to make collocations.
1 Ask students to read both columns before they begin
2 Give students enough time to match the collocations.
3 Check answers as a class.

Answers

1 c	2 a	3 e	4 b	5 d

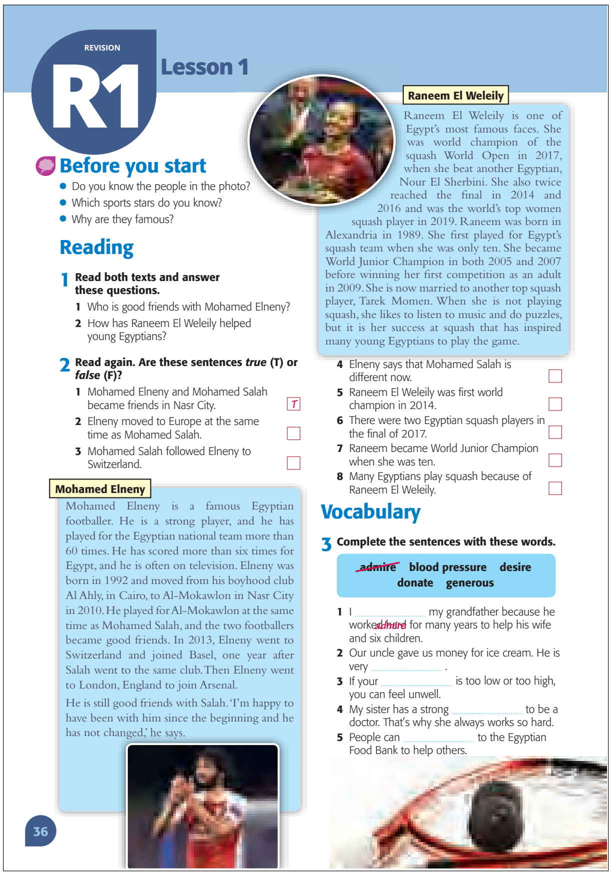
6 Imagine that you are Jim. Write what you will say to Dr Livesy and Mr Trelawney when you see them after you leave the barrel.
1 Go through the instructions.
2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.
3 Students can write the article in class or at home.

Students' own answers.

Revision 1

Lesson 1

SB page 36


REVISION

R1 Lesson 1

Before you start

- Do you know the people in the photo?
- Which sports stars do you know?
- Why are they famous?

Reading

1 Read both texts and answer these questions.

1 Who is good friends with Mohamed Elneny?
2 How has Raneem El Weleily helped young Egyptians?

2 Read again. Are these sentences *true* (T) or *false* (F)?

1 Mohamed Elneny and Mohamed Salah became friends in Nasr City. T
2 Elneny moved to Europe at the same time as Mohamed Salah.
3 Mohamed Salah followed Elneny to Switzerland.
4 Elneny says that Mohamed Salah is different now.
5 Raneem El Weleily was first world champion in 2014.
6 There were two Egyptian squash players in the final of 2017.
7 Raneem became World Junior Champion when she was ten.
8 Many Egyptians play squash because of Raneem El Weleily.

Mohamed Elneny

Mohamed Elneny is a famous Egyptian footballer. He is a strong player, and he has played for the Egyptian national team more than 60 times. He has scored more than six times for Egypt, and he is often on television. Elneny was born in 1992 and moved from his boyhood club Al Ahly, in Cairo, to Al-Mokawlon in Nasr City in 2010. He played for Al-Mokawlon at the same time as Mohamed Salah, and the two footballers became good friends. In 2013, Elneny went to Switzerland and joined Basel, one year after Salah went to the same club. Then Elneny went to London, England to join Arsenal.

He is still good friends with Salah. 'I'm happy to have been with him since the beginning and he has not changed,' he says.

Raneem El Weleily

Raneem El Weleily is one of Egypt's most famous faces. She was world champion of the squash World Open in 2017, when she beat another Egyptian, Nour El Sherbini. She also twice reached the final in 2014 and 2016 and was the world's top women squash player in 2019. Raneem was born in Alexandria in 1989. She first played for Egypt's squash team when she was only ten. She became World Junior Champion in both 2005 and 2007 before winning her first competition as an adult in 2009. She is now married to another top squash player, Tarek Momen. When she is not playing squash, she likes to listen to music and do puzzles, but it is her success at squash that has inspired many young Egyptians to play the game.

Vocabulary

3 Complete the sentences with these words.

~~admire~~ blood pressure desire donate generous

1 I .... my grandfather because he worked hard for many years to help his wife and six children. (admire)
2 Our uncle gave us money for ice cream. He is very ....
3 If your .... is too low or too high, you can feel unwell.
4 My sister has a strong .... to be a doctor. That's why she always works so hard.
5 People can .... to the Egyptian Food Bank to help others.

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OBJECTIVES

Reading: Two texts about famous Egyptian sports people, reading for detailed understanding; a blog about short stories; a short story

Writing: Write a short story

Listening: A radio programme about student volunteers, listening for detailed understanding

Speaking: Give your opinion

Language: Past simple and past continuous

Life skills: Critical thinking

Before you start

1 Brainstorm names of different sports stars and write students' suggestions on the board.

2 Ask students to say why each star is famous.

3 Elicit any information students know about the two people in the photos.

Reading

1 Read both texts and answer these questions.

1 Before reading, go through the two questions with the class and ask them to suggest answers.

2 Allow students a few minutes to scan the two texts to find the answers to the questions. Remind them to read quickly to look for the information and not to worry about understanding every word at this stage.

3 Check answers as a class.

Answers

1 Mohamed Salah
2 She has inspired them to play squash.

2 Read again. Are these sentences *true* (T) or *false* (F)?

1 Read through the sentences with the class and answer any questions they may have about vocabulary.

2 Give students about five minutes to read the texts more carefully to look for the answers.

3 Check answers as a class, encouraging students to correct the false statements using the information in the texts.

Answers

1 T
2 F, Elneny moved a year later.
3 F, Elneny followed Mohamed Salah to Basel, Switzerland.
4 F, he says that he has not changed.
5 F, she was first World Champion in 2017.
6 T
7 F, she first played for Egypt's squash team when she was ten and was World Junior Champion in 2005 (when she was about 16).
8 T

Vocabulary

3 Complete the sentences with these words from the text.

1 Point out that the words in the box are in the texts so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are adjectives, some are nouns and some are verbs. This information can help them decide whether a word fits in the gap in a sentence or not.

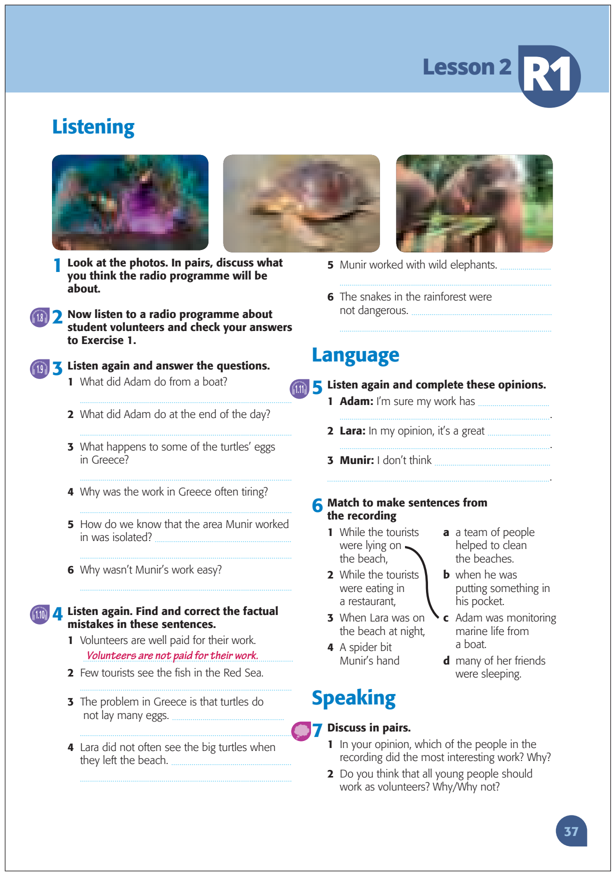
3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 admire	2 generous	3 blood pressure
4 desire	5 donate	

Lesson 2

SB page 37


Lesson 2 R1

Listening

1 Look at the photos. In pairs, discuss what you think the radio programme will be about.

1.8 2 Now listen to a radio programme about student volunteers and check your answers to Exercise 1.

1.9 3 Listen again and answer the questions.
1 What did Adam do from a boat?
2 What did Adam do at the end of the day?
3 What happens to some of the turtles' eggs in Greece?
4 Why was the work in Greece often tiring?
5 How do we know that the area Munir worked in was isolated?
6 Why wasn't Munir's work easy?

1.10 4 Listen again. Find and correct the factual mistakes in these sentences.
1 Volunteers are well paid for their work.
Volunteers are not paid for their work.
2 Few tourists see the fish in the Red Sea.
3 The problem in Greece is that turtles do not lay many eggs.
4 Lara did not often see the big turtles when they left the beach.
5 Munir worked with wild elephants.
6 The snakes in the rainforest were not dangerous.

Language

1.11 5 Listen again and complete these opinions.
1 **Adam:** I'm sure my work has ……
2 **Lara:** In my opinion, it's a great ……
3 **Munir:** I don't think ……

6 Match to make sentences from the recording
1 While the tourists were lying on the beach,
2 While the tourists were eating in a restaurant,
3 When Lara was on the beach at night,
4 A spider bit Munir's hand
a a team of people helped to clean the beaches.
b when he was putting something in his pocket.
c Adam was monitoring marine life from a boat.
d many of her friends were sleeping.

Speaking

7 Discuss in pairs.
1 In your opinion, which of the people in the recording did the most interesting work? Why?
2 Do you think that all young people should work as volunteers? Why/Why not?

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Listening

1 Look at the photos. In pairs, discuss what you think the radio programme will be about.

1 Draw attention to the photos and put students in pairs to answer the question.

2 Elicit suggestions of what the programme will be about. They can check their answers in the next activity.

2 Now listen to a radio programme about student volunteers and check your answers to Exercise 1.

1 Play the recording and ask students to listen to check their answers to Exercise 1.

2 Check answers as a class.

Answers

It is about conservation of animals in Egypt, Greece and Thailand.

Audioscript

Presenter: *Many people want to work with animals or to help the environment. A good way to get experience of this kind of work is as a volunteer. This means working without money, sometimes in another country, and it can be very hard work, but most young people love the experience. We spoke to three young student volunteers to find out what they did during their summer holidays last year.*

Adam: *Hi, my name's Adam. I spent the summer working with an organisation based on the Red Sea coast in Egypt. It's a beautiful place and many people go there for a holiday.*

Most tourists like to go diving to see the colourful fish. However, there are so many tourists now that some of the fish are finding life difficult. My job was to help monitor the impact tourists are causing. So, while the tourists were at the beach, or swimming in the sea, I was on a boat counting and monitoring marine life in different areas. It's important to know where the fish are and how many there are of them.

Then, at the end of the day, while the tourists were eating in restaurants, I was with a team helping to clean the beaches. It was hard work, but I really enjoyed it. I'm sure my work has helped people to understand the impact tourists have on the Red Sea.

Lara: *My name's Lara and I've recently returned from Greece. I spent most of my time on a quiet beach watching big turtles! These beautiful animals visit the same beach every year to lay their eggs. They lay a lot of eggs, but many of the eggs are taken by birds, or flooded by the rain and the sea.*

These turtles are endangered, so each one of their eggs is important. It was my job to help protect the eggs and to stop tourists visiting the areas where the eggs lie in the sand. It can be a bit of a disaster when tourists visit and put sun umbrellas in the same place as the turtle eggs!

The work was very tiring because we often worked at night. So, when my friends were sleeping, I was there on the beach! But it was a great place and I loved observing the big, slow turtles when they left the beach and slowly swam off into the sea. In my opinion, it's a great project and I've learned a lot more about conservation, too.

Munir: *I'm Munir and I've just spent an amazing few weeks in the north of Thailand. It's a very isolated area and I had to take an internal flight to get there.*

Thailand is known for its elephants, and many farmers use them on their farms. The elephants are also used to carry tourists. Not all the elephants have an easy life, so I worked with conservationists who were trying to help elephants return to a more natural life in the wild. The elephants are very intelligent and it was amazing helping to feed them.

It was not easy work, though. The rainforest was very hot, and there were a lot of dangerous snakes and insects. On one day, a spider bit me on the hand when I was putting something in my pocket. My hand swelled up and I thought, Oh, no! I have a big problem! But local people told me that the spider wasn't a dangerous one, and after a day or two my hand was fine.

I don't think everyone would find life in Thailand easy, but I loved it. I've even learnt some Thai. Now, I can communicate with Thai people as well as the elephants!

3 Listen again and answer the questions

1. Go through the questions with the class and help with vocabulary as necessary.
2. Play the recording again while students listen for the answers.
3. Check answers as a class. Praise good work.

Answers

1 He counted and monitored marine life in different areas.
2 He helped to clean up the beach.
3 They are taken by birds or flooded by rain and the sea.
4 Lara had to watch the eggs at night.
5 Munir took an internal flight to get there.
6 The rainforest was very hot, and there were dangerous snakes and insects.

4 Listen again. Find and correct the factual mistakes in the sentences.

1 Go through the example before encouraging students to read through the sentences and try to find the mistakes.

2 Play the recording again so that students can check their answers.

3 Feedback as a class.

Answers

1 Volunteers are not paid for their work.
2 Most tourists see the fish in the Red Sea.
3 The problem in Greece is that turtles lay a lot of eggs, but many of them are taken by birds or flooded.
4 Lara loved observing the big turtles when they left the beach. / Lara often saw the big turtles when they left the beach.
5 The elephants Munir worked with were from farms or used to carry tourists. / Munir worked with elephants from farms or for tourists. They were not wild.
6 There were a lot of dangerous snakes and insects in the rainforest. / The snakes in the rainforest were dangerous.

Language

5 Listen again and complete these opinions.

1 Ask students to complete the sentences after playing the recording.

2 Check answers as a class.

3 If possible, give good students the chance to read out their correct answers.

Answers

1 helped people to understand the impact tourists have on the Red Sea.
2 project and I've learned a lot more about conservation, too.
3 everyone would find life in Thailand easy, but I loved it.

6 Match to make sentences from the recording.

1 Read the example with the class and then ask students to match the other sentence halves.

2 Check answers encouraging students to justify their answers if possible.

Answers

1 c   2 a   3 d   4 b

Speaking

7 Discuss in pairs.

1 Read through the questions with the class and then ask students to work in pairs to express their own opinions.

2 Ask different students to tell the class their opinions.

Students' own answers.

Lesson 3

SB page 38


R1 Lesson 3

Reading

1 Read this blog. What is different about characters in a short story and a long story?

Why write a long book when you can write a short story? A short story can have 200 words or less. The writer can't describe many people or places and so there aren't so many adjectives in a short story. However, we still need a beginning, a middle and an end to the story. And the story needs to be interesting, so we include important information and an interesting main character, but perhaps only one. In fact, it can be interesting to write in the first person (I did this …) and then the person telling the story is the main character.

Readers can't learn much about this character, perhaps not even his name, but something has to happen to him. This might be a surprise, a problem or something that goes wrong. Readers don't always find out what the character does in the end, but they need to be able to imagine the end of the story.

2 Read the text again. Are these statements *true* (T) or *false* (F)

1 There are a lot of adjectives in a short story. F
2 You do not need to give a lot of information about the main character.
3 A short story can't be written in the first person.
4 A short story needs a problem, a surprise or something that goes wrong.
5 The reader should be able to finish the story in his or her head.

3 Read this short story and answer the questions.

On a hot night long ago, Tutankhamun, Pharoah of Egypt, had a dream about a strange man. The man said his name was Howard Carter. But Tutankhamun was a busy man. He worked hard to run the country and completely forgot his dream. It was many centuries later when Howard Carter found him.

1 Who are the main characters? What do we know about them?
2 What happens at the beginning, the middle and at the end?
3 Is there a surprise or a problem? If yes, what is it?
4 Do you think the story is interesting? Why/ Why not?

4 Use the internet or a library to find other examples of short stories.

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Reading

1 Read this blog. What is different about characters in a short story and a long story?

1 Read the question with the class and elicit any ideas they have.

2 Ask students to read the blog quickly to look for the answer.

3 Encourage most students to share.

4 Check answers as a class.

Answers

1 In a short story, you often have only one character and you do not always know much about them. In a long story, you have more than one character and you usually know a lot about the main character.

2 Read the text again. Are these statements *true* (T) or *false* (F)?

1 Read through the statements with the class.

2 Students read the text again to find the answers.

3 Check answers, encouraging students to correct the false statements.

Answers

1 F, there are not many adjectives.
2 T
3 F, they can be written in the first person.
4 T
5 T

3 Read this short story and answer the questions.

1 Encourage students to read the questions.

2 Students read the story and answer the questions.

3 Students check their answers with a partner before class feedback.

Answers

1 The main characters are Tutankhamun and Howard Carter. We know he was a Pharaoh (and probably know that Howard Carter found his tomb).
2 At the beginning, Tutankhamun has a dream. In the middle, he forgets it. In the end, he is found by Howard Carter.
3 The surprise is his dream about the man who found him.
4 Students' own answers

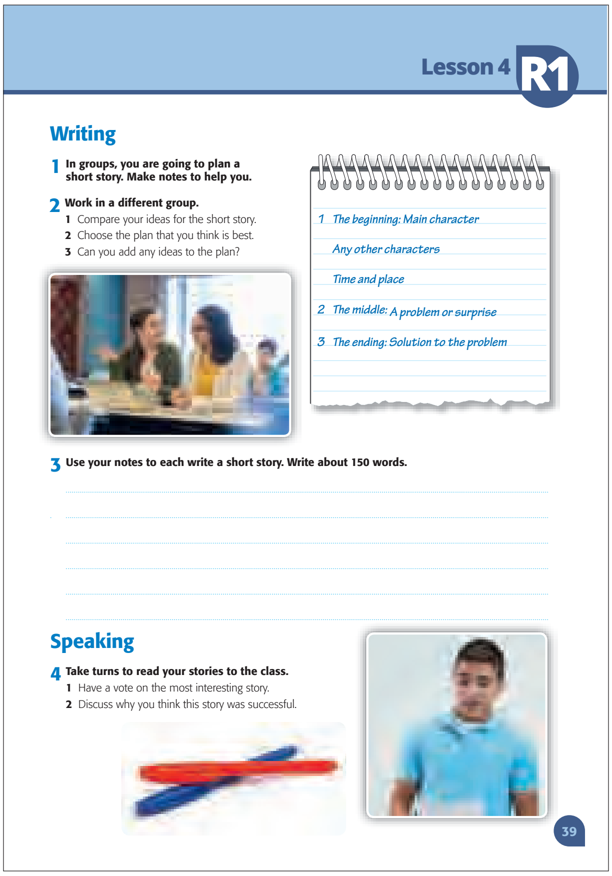
4 Use the internet or a library to find other examples of short stories.

1 Ask students to work in pairs or individually to look for other examples of short stories.

2 Ask some students to read their stories to the class. They could do this in the next lesson.

Lesson 4

SB page 39



Lesson 4 R1

Writing

1 In groups, you are going to plan a short story. Make notes to help you.

2 Work in a different group.
1 Compare your ideas for the short story.
2 Choose the plan that you think is best.
3 Can you add any ideas to the plan?

1 The beginning: Main character
Any other characters
Time and place
2 The middle: A problem or surprise
3 The ending: Solution to the problem

3 Use your notes to each write a short story. Write about 150 words.

Speaking

4 Take turns to read your stories to the class.
1 Have a vote on the most interesting story.
2 Discuss why you think this story was successful.

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Writing

1 In groups, you are going to plan a short story. Make notes to help you.

1 Put students into groups and ask them to write a plan for a short story. They can use the headings in the notebook to help.

2 Go around and monitor, offering help and support.

2 Work in a different group.

1 Divide students into different groups and ask them to show their plan to their new group.

2 Ask each group to select the best plan.

3 Encourage the groups to make improvements to the plan they have chosen.

3 Use your notes to each write a short story. Write about 150 words.

1 Students use the final version of the plan they chose to write a short story. They can use the same plans, but they can all write their own version of the story.

2 Remind them to write about 150 words and to check spelling and grammar when they finish writing.

Students' own answers.

Speaking

1 Take turns to read your stories to the class.

1 Students take turns to read their stories.

2 The class listens and then votes on the most interesting story.

3 Initiate a class discussion about why the story was successful to try to identify the 'components' for a good story.

Students' own answers.

Treasure Island: Chapters 1–3

SB pages 40–41

Vocabulary

1 Choose the correct answer from a, b, c, or d.

1 The people tried to catch the thief, but he ....
a caught b escaped
c arrested d managed

2 Be careful or you will fall off the .... ; it's very steep.
a mountain b hall
c well d cliff

3 We .... much to our great teachers.
a take b lend
c owe d borrow

4 Pew is .... ; he has lost his sight.
a deaf b blind
c dumb d crippled

5 Outside the building, there are two men whose job is to .... and protect us.
a guard b attack
c prevent d own

6 The thief had a long curved .... on his cheek, so we could recognize him.
a skate b sky
c skin d scar

7 What a brave young man! He was the only student who .... to say the truth.
a could b dared
c refused d disagreed

8 A .... is a group of people who work against the law.
a gang b crew
c staff d team

9 Unfortunately, the burglar .... the house.
a stole b took
c owed d robbed

10 The ship .... helped each other to control the situation well.
a gang b staff
c crew d team

11 A .... is a bird with brightly coloured feathers that can learn to copy human speech.
a chick b duck
c parrot d pirate

12 The police usually look for a .... to solve a crime.
a clue b key
c lock d case

13 There are .... in this villa. They do all the housework.
a managers b gentlewomen
c masters d servants

14 The .... questioned the criminal to know the truth.
a gang b manager
c magistrate d soldier

15 A: What is the .... of the *Hispaniola*?
B: It's headed to the treasure island.
a situation b destination
c position d condition

16 Flint and his men are .... They attack ships and take money and goods by force.
a pirates b drivers
c pilots d divers

17 A .... is a large container made of wood or metal.
a tin b jar
c barrel d cup

18 The thief .... my bag and ran away.
a lent b borrowed
c grabbed d gave

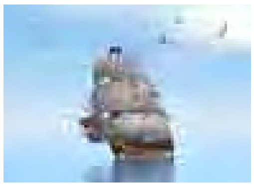
19 The child seemed to be ill. He was thin and ....
a fit b strong
c pile d pale

20 A .... is a weapon with a long pointed blade and a handle.
a gun b sword
c bomb d pistol

Reading

2 Match the people or things to the descriptions.

1 Redruth — a the blind man
2 Long John Silver — b an important rich man
3 Pew — c strong man with one leg, who is a good cook
4 Mr Dance — d a servant to Mr Trelawney
5 Mr Trelawney — e the head of the police
6 Black Dog — f a good ship to use for finding the treasure
7 Hispaniola — g a man with three fingers on one hand



3 Answer these questions.

1 Why do you think the Captain chose the Admiral Benbow as a place to stay?
....
2 Why do you think Mr Trelawney told everyone on the ship about the treasure?
....
3 Do you think Jim should trust Mr Trelawney? Why/Why not?
....
4 Pew is blind and Flint is dead. What do you think happened on their last voyage?
....
5 What is Silver's secret plan on the *Hispaniola*?
....
6 Why do you think they chose Silver to be part of their crew on the *Hispaniola*?
....

4 Who is the speaker of each quotation? Who is the speaker talking to and why does the speaker say this?

1 "Ah, yes. I've seen him in my inn before. He sometimes comes with a blind man."
....
2 "I don't like the men on this ship and I'm not happy about where we're going,"
....
3 "Are you worried there will be a mutiny?"
....
4 "You must be patient."
....

5 Read the quotation and answer the questions.

"I know Long John Silver is a good man, but I don't think Captain Smollett is."

1 Do you think Trelawney and Jim's first impression on Captain Smollett was right? Why?/Why not?
....
2 Agree or disagree with the quotation giving evidence to support your opinion.
....

Writing

6 Imagine that you are Jim. Write a letter to your mother telling her about what has happened since you left England.



WORKBOOK PAGES 106-109

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Encourage students to read the whole sentence before answering each question.

2 Give students enough time to read and answer all twenty questions.

3 Check answers as a class.

Answers

1 b	2 d	3 c	4 b	5 a
6 d	7 b	8 a	9 d	10 c
11 c	12 a	13 d	14 c	15 b
16 a	17 c	18 c	19 d	20 b

Reading

2 Match the people or things to the descriptions.

1 Ask students to read the descriptions.

2 Give students enough time to match the people and things to the descriptions.

3 Check answers as a class.

Answers

1 d	2 c	3 a	4 e	5 b
6 g	7 f			

3 Answer these questions.

1 Read through the questions and explain any unknown words.

2 Allow students plenty of time to think about the answers.

3 Check answers as a class. Encourage students to justify their answers.

Suggested answers

1 He wanted to hide somewhere quiet, where no one could find him
2 Perhaps he was showing off.
3 Yes. Mt Trelawney has protected Jim.
4 I think they had a fight over the treasure.
5 He wants to steal the treasure and kill the others when they get home.
6 Perhaps he was the only cook available.

4 Who is the speaker of each quotation? Who is the speaker talking to and why does the speaker say this.

1 Read through the questions and make sure that the students understand the three answers they have to give for each quotation.

2 Give students plenty of time to revise where they have seen the quotation.

3 Check answers as a class.

Answers

1 Long John Silver talking to Jim. He is explaining where he has seen Black Dog before.
2 Captain Smollett talking to Dr Livesy. He is explaining why he is unhappy about the crew and the journey.
3 Dr Livesy talking to Captain Smollett. He is asking about the captain's concerns about the crew.
4 Long John Silver talking to a sailor. He's explaining why they don't attack the others straightaway.

5 Read the quotation and answer the questions.

1 Read the quotation and ask the students if they can remember which part of the story it comes from.

2 Give students time to think about their answers and to make notes.

3 Check answers as a class.

Suggested answers

1 No, I don't. I think that Captain Smollett is right to be worried about Long John Silver. I don't trust him.
2 I disagree with the quotation because I think Captain Smollett is a good man who wants to protect the others.

Writing

6 Imagine that you are Jim. Write a letter to your mother telling her about what has happened since you left England.

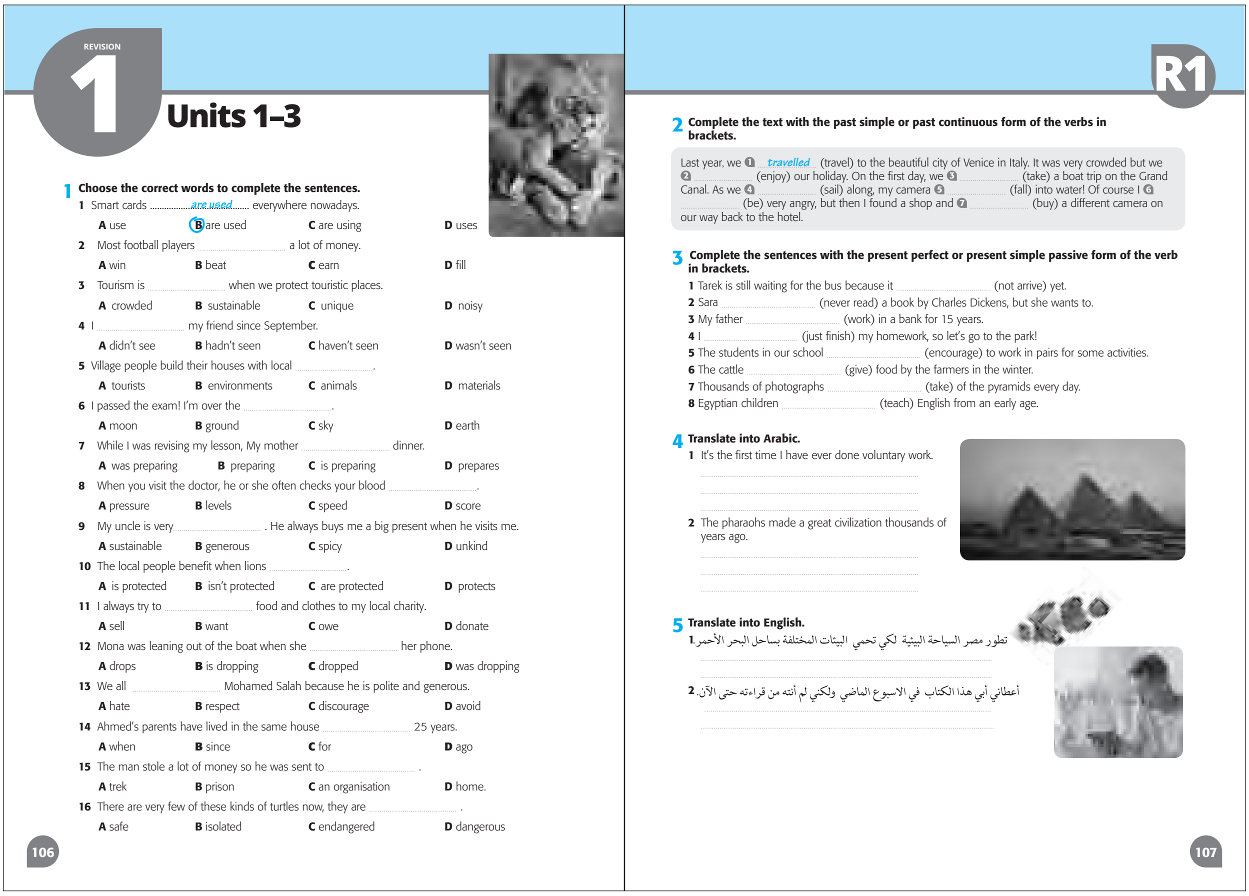
1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

3 Students can write the article in class or at home.

Students' own answers.

WB page 106–107



REVISION 1

Units 1–3

1 Choose the correct words to complete the sentences.

1 Smart cards ....*are used*....... everywhere nowadays.
A use **B** are used **C** are using **D** uses

2 Most football players .... a lot of money.
A win **B** beat **C** earn **D** fill

3 Tourism is .... when we protect touristic places.
A crowded **B** sustainable **C** unique **D** noisy

4 I .... my friend since September.
A didn't see **B** hadn't seen **C** haven't seen **D** wasn't seen

5 Village people build their houses with local ....
A tourists **B** environments **C** animals **D** materials

6 I passed the exam! I'm over the ....
A moon **B** ground **C** sky **D** earth

7 While I was revising my lesson, My mother .... dinner.
A was preparing **B** preparing **C** is preparing **D** prepares

8 When you visit the doctor, he or she often checks your blood ....
A pressure **B** levels **C** speed **D** score

9 My uncle is very.................... . He always buys me a big present when he visits me.
A sustainable **B** generous **C** spicy **D** unkind

10 The local people benefit when lions ....
A is protected **B** isn't protected **C** are protected **D** protects

11 I always try to .... food and clothes to my local charity.
A sell **B** want **C** owe **D** donate

12 Mona was leaning out of the boat when she .... her phone.
A drops **B** is dropping **C** dropped **D** was dropping

13 We all .... Mohamed Salah because he is polite and generous.
A hate **B** respect **C** discourage **D** avoid

14 Ahmed's parents have lived in the same house .... 25 years.
A when **B** since **C** for **D** ago

15 The man stole a lot of money so he was sent to ....
A trek **B** prison **C** an organisation **D** home.

16 There are very few of these kinds of turtles now, they are ....
A safe **B** isolated **C** endangered **D** dangerous

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R1

2 Complete the text with the past simple or past continuous form of the verbs in brackets.

Last year, we ❶ *travelled* (travel) to the beautiful city of Venice in Italy. It was very crowded but we ❷ .... (enjoy) our holiday. On the first day, we ❸ .... (take) a boat trip on the Grand Canal. As we ❹ .... (sail) along, my camera ❺ .... (fall) into water! Of course I ❻ .... (be) very angry, but then I found a shop and ❼ .... (buy) a different camera on our way back to the hotel.

3 Complete the sentences with the present perfect or present simple passive form of the verb in brackets.

1 Tarek is still waiting for the bus because it .... (not arrive) yet.
2 Sara .... (never read) a book by Charles Dickens, but she wants to.
3 My father .... (work) in a bank for 15 years.
4 I .... (just finish) my homework, so let's go to the park!
5 The students in our school .... (encourage) to work in pairs for some activities.
6 The cattle .... (give) food by the farmers in the winter.
7 Thousands of photographs .... (take) of the pyramids every day.
8 Egyptian children .... (teach) English from an early age.

4 Translate into Arabic.

1 It's the first time I have ever done voluntary work.

2 The pharaohs made a great civilization thousands of years ago.

5 Translate into English.

1. تطور مصر السياحة البيئية لكي تحمي البيئات المختلفة بساحل البحر الأحمر.

2. أعطاني أبي هذا الكتاب في الاسبوع الماضي ولكنني لم أنته من قراءته حتى الآن.

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Before you start

Introduce students to the Workbook Revision unit. Tell them this section of the Workbook reviews the language covered in units 1 to 3 in the Student's Book. It uses the format of the end of year exams to give them practice in exam-style questions.

1 Choose the correct words to complete the sentences.

1 Go through question 1 with the class, looking at the example answer and asking students to say why B is the correct answer (the form is present simple passive).

2 Students work in pairs or individually to complete the exercise. Encourage them to think about why the other answers are incorrect.

3 Go through answers with the class and remind students they can look back at the appropriate pages in the Student's Book if they need to review any areas of language in more detail.

Answers

1 B	2 C	3 B	4 C	5 D	6 A	7A
8 A	9 B	10 C	11 D	12 C	13 B	14 C
15 B	16 C					

2 Complete the text with the past simple or past continuous form of the verbs in brackets.

1 Encourage students to read the whole text without worrying about the gaps in order to get a general idea of the topic.

2 Go through the example with the class, checking understanding.

3 Allow students a few minutes to complete the other gaps.

4 Put students in pairs to compare answers and then go through the answers with the whole class.

Answers

1 travelled	2 enjoyed	3 took
4 were sailing	5 fell	6 was 7 bought

3 Complete the sentences with the present perfect or present simple passive form of the verb in brackets.

1 Students complete the gaps with the correct form of the verb. They can do this individually and check answers in pairs.

2 Go over the answers with the whole class.

Answers

1 has not arrived	2 has never read
3 has worked	4 have just finished
5 are encouraged	6 are given
7 are taken	8 are taught

4 Translate into Arabic.

1 Allow time for students to write the translations.

2 Invite three or four students to read their answers out to the class.

Answers

١ - هذه أول مرة أقوم بعمل تطوعي.

٢ -لقد صنع الفراعنة حضارة عظيمة منذ آلاف السنين.

5 Translate into English.

1 Allow students time to write their answers.

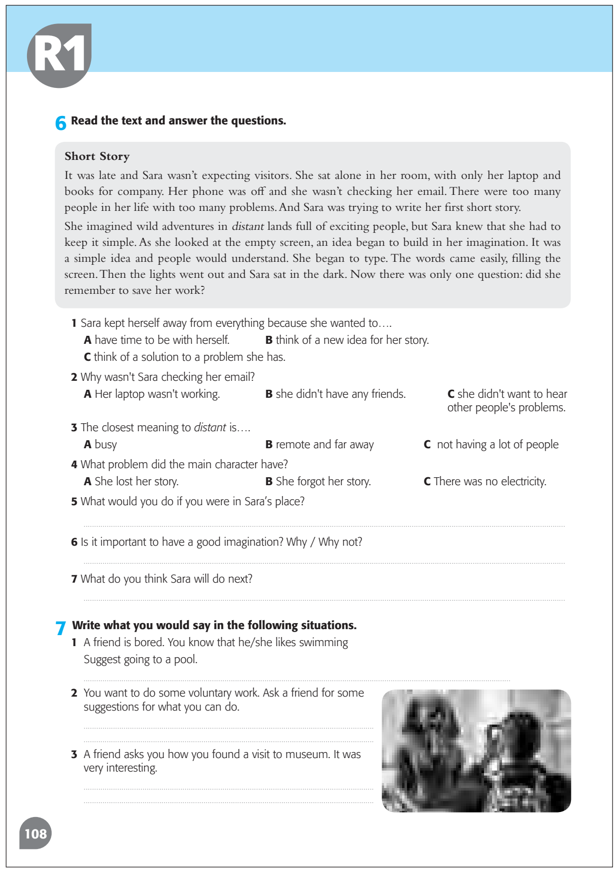
2 Invite three or four different students to read their answers to the class.

Answers

Egypt is improving/enhancing environmental tourism in order to protect the different environments along the Red Sea coast.

2 My father gave me this book last week, but I haven't finished reading it yet.

WB page 108–109


R1

6 Read the text and answer the questions.

Short Story

It was late and Sara wasn't expecting visitors. She sat alone in her room, with only her laptop and books for company. Her phone was off and she wasn't checking her email. There were too many people in her life with too many problems. And Sara was trying to write her first short story.

She imagined wild adventures in *distant* lands full of exciting people, but Sara knew that she had to keep it simple. As she looked at the empty screen, an idea began to build in her imagination. It was a simple idea and people would understand. She began to type. The words came easily, filling the screen. Then the lights went out and Sara sat in the dark. Now there was only one question: did she remember to save her work?

1 Sara kept herself away from everything because she wanted to….
A have time to be with herself. B think of a new idea for her story.
C think of a solution to a problem she has.

2 Why wasn't Sara checking her email?
A Her laptop wasn't working. B she didn't have any friends. C she didn't want to hear other people's problems.

3 The closest meaning to *distant* is….
A busy B remote and far away C not having a lot of people

4 What problem did the main character have?
A She lost her story. B She forgot her story. C There was no electricity.

5 What would you do if you were in Sara's place?

6 Is it important to have a good imagination? Why / Why not?

7 What do you think Sara will do next?

7 Write what you would say in the following situations.

1 A friend is bored. You know that he/she likes swimming Suggest going to a pool.

2 You want to do some voluntary work. Ask a friend for some suggestions for what you can do.

3 A friend asks you how you found a visit to museum. It was very interesting.

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6 Read the text and answer the questions.

1 Encourage students to read through the questions and all the answer options before reading the text.

2 Allow students time to complete their answers.

3 Ask them to compare answers in pairs before class feedback.

4 Initiate a brief class discussion using students' answers to questions 5–7.

5 Draw students' attention that there could be

different correct answers.

Answers

1 B 2 C 3 B 4 C
5-7 students' own answers.

7 Find and correct the mistakes in the following sentences.

1 Read the first sentence as a class and elicit the mistake (own should read owe).

2 Now ask students to continue the task. They can work individually or in pairs.

3 Check answers as a class.

Answers

1 You bought me my theatre ticket yesterday, so I **owe** you some money.
2 Mohamed Salah is a **role** model to many young Egyptians.
3 It is easy to **make** friends when you start university.
4 We **trekked** into the White Desert and it was really exciting.
5 Salma **was** travelling around Europe when she lost her passport.
6 I **read** that book two years ago.
7 Mona **has lived** in this house since she was two.
8 The organisation **is based** in France.
9 Did your brother **study** History at university?
10 The Earth **goes** round the sun.

8 Choose one of the two topics. Write about 150 words on the topic.

1 Point out that students have to choose one of the two tasks. Go through both options and help students with understanding as necessary.

2 Give students time to select a topic and plan their writing. Remind them to think about all the points in the task they choose, using adjectives, separating different ideas into paragraphs and giving their own opinion about the book or the story.

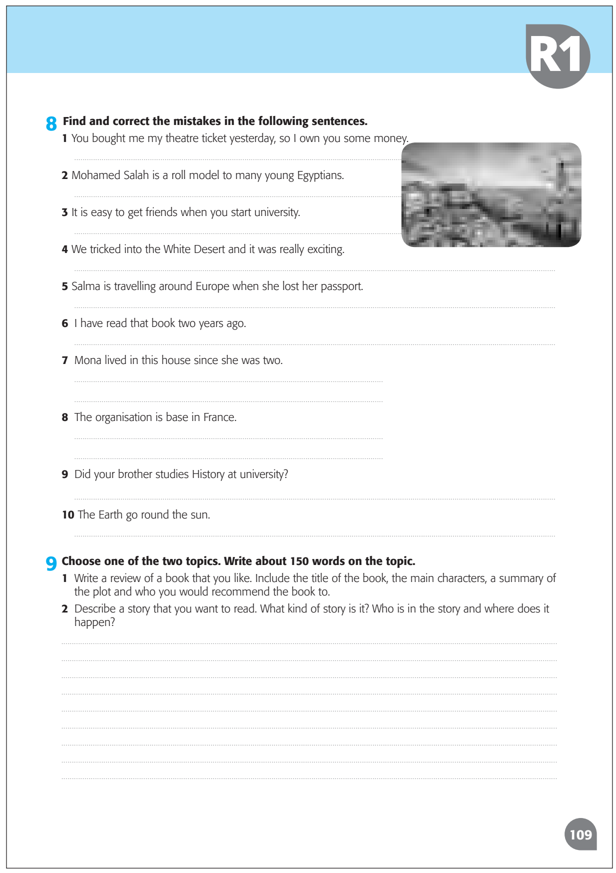
3 Allow time for the students to write their texts.

4 Go around and offer help where needed. Make sure they use some of the language from the units.

5 Tell students to compare their texts with their partners.

6 Finally, either take the texts in to correct or ask three or four students to read out their texts to the class.

Students' own answers.


R1

8 Find and correct the mistakes in the following sentences.
1 You bought me my theatre ticket yesterday, so I own you some money.
2 Mohamed Salah is a roll model to many young Egyptians.
3 It is easy to get friends when you start university.
4 We tricked into the White Desert and it was really exciting.
5 Salma is travelling around Europe when she lost her passport.
6 I have read that book two years ago.
7 Mona lived in this house since she was two.
8 The organisation is base in France.
9 Did your brother studies History at university?
10 The Earth go round the sun.

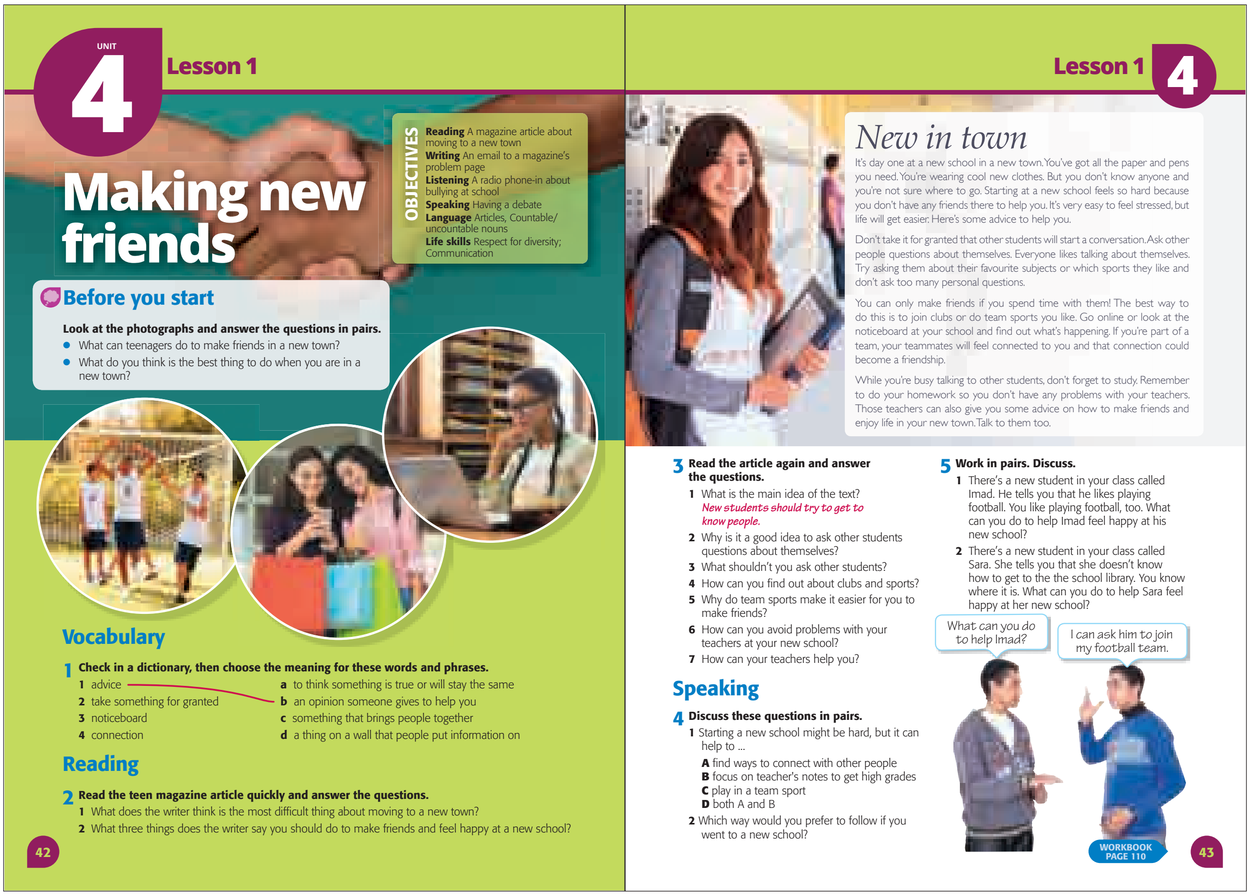
9 Choose one of the two topics. Write about 150 words on the topic.
1 Write a review of a book that you like. Include the title of the book, the main characters, a summary of the plot and who you would recommend the book to.
2 Describe a story that you want to read. What kind of story is it? Who is in the story and where does it happen?

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UNIT 4 Making new friends

Lesson 1

SB pages 42–43 WB page 110


UNIT 4 Lesson 1

Making new friends

OBJECTIVES
Reading A magazine article about moving to a new town
Writing An email to a magazine's problem page
Listening A radio phone-in about bullying at school
Speaking Having a debate
Language Articles, Countable/ uncountable nouns
Life skills Respect for diversity; Communication

Before you start

Look at the photographs and answer the questions in pairs.
- What can teenagers do to make friends in a new town?
- What do you think is the best thing to do when you are in a new town?

Vocabulary

1 Check in a dictionary, then choose the meaning for these words and phrases.

1 advice
2 take something for granted
3 noticeboard
4 connection

a to think something is true or will stay the same
b an opinion someone gives to help you
c something that brings people together
d a thing on a wall that people put information on

Reading

2 Read the teen magazine article quickly and answer the questions.
1 What does the writer think is the most difficult thing about moving to a new town?
2 What three things does the writer say you should do to make friends and feel happy at a new school?

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Lesson 1 4

New in town

It's day one at a new school in a new town. You've got all the paper and pens you need. You're wearing cool new clothes. But you don't know anyone and you're not sure where to go. Starting at a new school feels so hard because you don't have any friends there to help you. It's very easy to feel stressed, but life will get easier. Here's some advice to help you.

Don't take it for granted that other students will start a conversation. Ask other people questions about themselves. Everyone likes talking about themselves. Try asking them about their favourite subjects or which sports they like and don't ask too many personal questions.

You can only make friends if you spend time with them! The best way to do this is to join clubs or do team sports you like. Go online or look at the noticeboard at your school and find out what's happening. If you're part of a team, your teammates will feel connected to you and that connection could become a friendship.

While you're busy talking to other students, don't forget to study. Remember to do your homework so you don't have any problems with your teachers. Those teachers can also give you some advice on how to make friends and enjoy life in your new town. Talk to them too.

3 Read the article again and answer the questions.
1 What is the main idea of the text?
New students should try to get to know people.
2 Why is it a good idea to ask other students questions about themselves?
3 What shouldn't you ask other students?
4 How can you find out about clubs and sports?
5 Why do team sports make it easier for you to make friends?
6 How can you avoid problems with your teachers at your new school?
7 How can your teachers help you?

Speaking

4 Discuss these questions in pairs.
1 Starting a new school might be hard, but it can help to ...
A find ways to connect with other people
B focus on teacher's notes to get high grades
C play in a team sport
D both A and B
2 Which way would you prefer to follow if you went to a new school?

5 Work in pairs. Discuss.
1 There's a new student in your class called Imad. He tells you that he likes playing football. You like playing football, too. What can you do to help Imad feel happy at his new school?
2 There's a new student in your class called Sara. She tells you that she doesn't know how to get to the the school library. You know where it is. What can you do to help Sara feel happy at her new school?

WORKBOOK PAGE 110

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OBJECTIVES

Reading: A magazine article about moving to a new town

Writing: An email to a magazine's problem page

Listening: A radio phone-in about bullying at school

Speaking: Having a debate

Language: Articles, Countable/ uncountable nouns

Life skills: Respect for diversity; Communication

Before you start

1 Allow time for the students to look at the pictures and discuss the questions in pairs / small groups. Monitor and offer prompts where needed.

2 Invite different students to report back to the class, and allow a short class discussion.

3 Brainstorm and elicit some key vocabulary items and record these on the board for future reference.

Students' own answers.

Vocabulary

1 Check in a dictionary, then choose the meaning for these words and phrases.

1 Refer students to the target vocabulary and ask if anyone knows the meaning of the words.

2 Set time limits and have students complete the task individually or in pairs.

3 Correct as a whole class.

Answers

1 b 2 a 3 d 4 c

Reading

2 Read the teen magazine article quickly and answer the questions.

1 Allow time for students to read the two questions.

2 Set time limits and remind students that they are reading for gist, so they should read the article quickly and not worry about any unknown words. Let students check their answers in pairs.

3 Invite different students to report back to the class, and allow a short class discussion.

Answers

1 You don't have any friends to help you.
2 Suggested answers:
1) Start conversations with other pupils / Ask other pupils questions about themselves.
2) Spend time with other young people by joining clubs or doing sports (in your free time).
3) Don't forget to do your homework and ask your teachers for advice and help.

3 Read the article again and answer the questions.

1 Put students in pairs to read each question and deal with any difficult vocabulary.

2 Remind students that they should read more carefully as this is intensive reading. Allow longer time limits for this second reading. Monitor and support as needed.

3 Allow students to peer check for answers then have whole class feedback.

Answers

1 New students should try to get to know people.
2 People enjoy talking about themselves (so the conversation will last longer).
3 Personal questions.
4 Look online and on the noticeboard at school
5 You can make connections with other teenagers (by playing with them on a team).
6 Always do your homework.
7 They can give you advice and help.

Speaking

4 Discuss these questions in pairs.

1 Allow time for students to read the three questions.

2 Tell students to answer the questions in pairs. Then have pairs share ideas with other pairs and start a pyramid discussion. Monitor and make notes of any errors and examples of good language and feedback at the end.

3 Invite different students to report back to the class, and allow a short class discussion.

Students' own answers.

5 Work in pairs. Discuss.

1 Explain that students will look at two scenarios and discuss what they would do in the situations. Allow time for the students to read the two scenarios.

2 Tell students to discuss the questions in

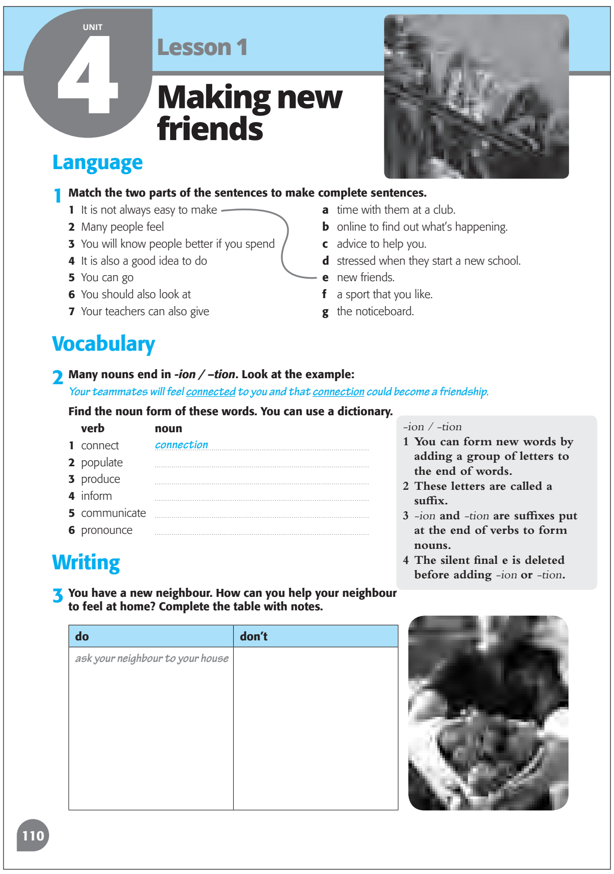
pairs and make note of their answers.

3 Invite different students to report back to the class, and allow a short class discussion. Write the students' answers on the board, then have the class vote for the best answer.

Suggested answers

a Ask Imad to play football with you.
b Show/Tell Sara where the school library is.

WB page 110



UNIT 4

Lesson 1

Making new friends

Language

1 Match the two parts of the sentences to make complete sentences.

1 It is not always easy to make — e new friends.
2 Many people feel
3 You will know people better if you spend
4 It is also a good idea to do
5 You can go
6 You should also look at
7 Your teachers can also give

a time with them at a club.
b online to find out what's happening.
c advice to help you.
d stressed when they start a new school.
e new friends.
f a sport that you like.
g the noticeboard.

Vocabulary

2 Many nouns end in *-ion / –tion*. Look at the example:
Your teammates will feel connected to you and that connection could become a friendship.

Find the noun form of these words. You can use a dictionary.

verb	noun
1 connect	*connection*
2 populate	
3 produce	
4 inform	
5 communicate	
6 pronounce	

-ion / -tion
1 You can form new words by adding a group of letters to the end of words.
2 These letters are called a suffix.
3 -ion and -tion are suffixes put at the end of verbs to form nouns.
4 The silent final e is deleted before adding -ion or -tion.

Writing

3 You have a new neighbour. How can you help your neighbour to feel at home? Complete the table with notes.

do	don't
ask your neighbour to your house	

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Language

1 Match the two parts of the sentences to make complete sentences.

1 Allow time for students to read the example.

2 Tell students to complete the exercise alone or in pairs.

3 Check answers as a whole class.

Answers

1 e	2 d	3 a	4 f	5 b
6 g	7 c			

Vocabulary

2 Many nouns end in -ion / -tion. Look at the example. Find the noun form of these words. You can use a dictionary.

1 Refer students to the example and read the information in the box.

2 Allow students to work in pairs to complete the task and use their dictionaries if they wish.

3 Check the answers as a whole class.

Answers

1 connect connection
2 populate population
3 produce production
4 inform information
5 communicate communication
6 pronounce pronunciation

Writing

3 You have a new neighbour. How can you help your neighbour to feel at home. Complete the table with notes.

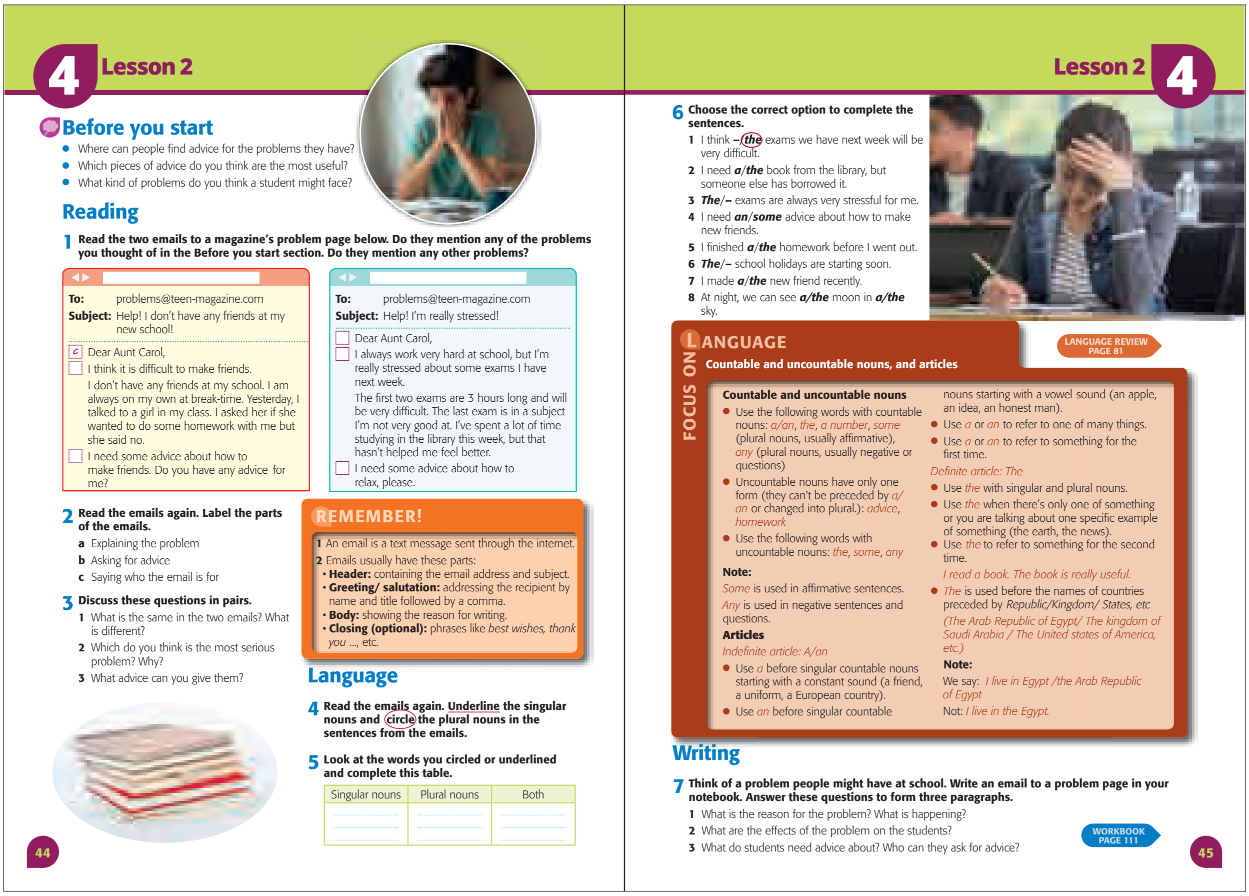
1 Students can work in pairs or small groups to brainstorm ideas.

2 After a few minutes, encourage students to share their ideas with the class.

3 Have a vote on the best suggestions.

Lesson 2

SB page 44–45 WB page 111


4 Lesson 2

Before you start

- Where can people find advice for the problems they have?
- Which pieces of advice do you think are the most useful?
- What kind of problems do you think a student might face?

Reading

1 Read the two emails to a magazine's problem page below. Do they mention any of the problems you thought of in the Before you start section. Do they mention any other problems?

To: problems@teen-magazine.com
Subject: Help! I don't have any friends at my new school!

[c] Dear Aunt Carol,
[ ] I think it is difficult to make friends.
I don't have any friends at my school. I am always on my own at break-time. Yesterday, I talked to a girl in my class. I asked her if she wanted to do some homework with me but she said no.
[ ] I need some advice about how to make friends. Do you have any advice for me?

To: problems@teen-magazine.com
Subject: Help! I'm really stressed!

[ ] Dear Aunt Carol,
[ ] I always work very hard at school, but I'm really stressed about some exams I have next week.
The first two exams are 3 hours long and will be very difficult. The last exam is in a subject I'm not very good at. I've spent a lot of time studying in the library this week, but that hasn't helped me feel better.
[ ] I need some advice about how to relax, please.

2 Read the emails again. Label the parts of the emails.

a Explaining the problem
b Asking for advice
c Saying who the email is for

3 Discuss these questions in pairs.

1 What is the same in the two emails? What is different?
2 Which do you think is the most serious problem? Why?
3 What advice can you give them?

REMEMBER!

1 An email is a text message sent through the internet.
2 Emails usually have these parts:
- **Header:** containing the email address and subject.
- **Greeting/ salutation:** addressing the recipient by name and title followed by a comma.
- **Body:** showing the reason for writing.
- **Closing (optional):** phrases like *best wishes, thank you* ..., etc.

Language

4 Read the emails again. Underline the singular nouns and circle the plural nouns in the sentences from the emails.

5 Look at the words you circled or underlined and complete this table.

Singular nouns	Plural nouns	Both
....	....	....
....	....	....
....	....	....

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Lesson 2 4

6 Choose the correct option to complete the sentences.

1 I think **–/the** exams we have next week will be very difficult.
2 I need ***a/the*** book from the library, but someone else has borrowed it.
3 ***The/–*** exams are always very stressful for me.
4 I need ***an/some*** advice about how to make new friends.
5 I finished ***a/the*** homework before I went out.
6 ***The/–*** school holidays are starting soon.
7 I made ***a/the*** new friend recently.
8 At night, we can see ***a/the*** moon in ***a/the*** sky.

FOCUS ON LANGUAGE
Countable and uncountable nouns, and articles

LANGUAGE REVIEW PAGE 81

Countable and uncountable nouns
- Use the following words with countable nouns: *a/an*, *the*, *a number*, *some* (plural nouns, usually affirmative), *any* (plural nouns, usually negative or questions)
- Uncountable nouns have only one form (they can't be preceded by *a/an* or changed into plural.): *advice*, *homework*
- Use the following words with uncountable nouns: *the*, *some*, *any*

Note:
Some is used in affirmative sentences.
Any is used in negative sentences and questions.

Articles
Indefinite article: A/an
- Use *a* before singular countable nouns starting with a constant sound (a friend, a uniform, a European country).
- Use *an* before singular countable nouns starting with a vowel sound (an apple, an idea, an honest man).
- Use *a* or *an* to refer to one of many things.
- Use *a* or *an* to refer to something for the first time.

Definite article: The
- Use *the* with singular and plural nouns.
- Use *the* when there's only one of something or you are talking about one specific example of something (the earth, the news).
- Use *the* to refer to something for the second time.
I read a book. The book is really useful.
- *The* is used before the names of countries preceded by *Republic/Kingdom/ States, etc* *(The Arab Republic of Egypt/ The kingdom of Saudi Arabia / The United states of America, etc.)*

Note:
We say: *I live in Egypt /the Arab Republic of Egypt*
Not: *I live in the Egypt.*

Writing

7 Think of a problem people might have at school. Write an email to a problem page in your notebook. Answer these questions to form three paragraphs.

1 What is the reason for the problem? What is happening?
2 What are the effects of the problem on the students?
3 What do students need advice about? Who can they ask for advice?

WORKBOOK PAGE 111

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Before you start

1 Allow time for students to read and discuss the questions in pairs / small groups. Monitor and offer prompts where needed.

2 Invite different students to report back to the class, and allow a short class discussion. Write some of the students' ideas on the board.

Students' own answers.

Reading

1 Read the two emails to a magazine's problem page below. Do they mention any of the problems you thought of in the *Before you start* section? Do they mention any other problems?

1 Explain that students are going to read two emails with problems from teens and that they should read the emails quickly just to get the gist.

2 Tell students to discuss the questions in pairs, then invite different students to report back to the class. Compare the problems listed in the emails with the problems the students brainstormed in the *Before you start* task.

Answers

Problems mentioned in the emails:
Not having any friends at my new school
Being stressed because of difficult exams

2 Read the emails again. Label the parts of the emails.

1 Refer students to the example in the first email and ask them if they agree.

2 Tell students to read the labels (a–c) and match them with the parts of the emails.

3 Tell them to check with their partners, then go through the exercise with the whole class.

4 Read the information in the *Remember!* box and answer any queries.

Answers

Email 1 and 2: c, a, b

3 Discuss these questions in pairs.

1 Allow time for students to read and discuss the questions in pairs. Monitor and offer prompts where needed.

2 Invite different students to report back to the class, and allow a short class discussion to choose the best advice as a group.

Answers

1 Both emails are addressed to teens-magazine.com and both have subjects. Both emails start with *Dear Aunt Carol*,. Both emails are asking Aunt Carol for advice.
The first email is different from the second email because it is asking for advice about a different topic: how to make friends. The second email is asking for advice on how to relax during exams.
2 Students' own answers.
3 Students' own answers.

Language

4 Read the emails again. Underline the singular nouns and circle the plural nouns in the sentences from the letters.

1 First, quickly review the difference between singular and plural nouns. Check students' understanding by asking them to give you an example of each.

2 Write the examples given by students on the board. Let them look at singular / uncountable and plural nouns and compare.

3 Tell students to complete the task alone or in pairs.

4 Check answers with the whole class.

Answers

1
I think it is difficult to make friends.
I don't have any friends at my school.
I am always on my own at break-time.
Yesterday I talked to a girl in my class.
I asked her if she wanted to do some homework with me, but she said no.
I need some advice about how to make friends.
Do you have any advice for me?

2
I always work hard at school, but I'm really stressed about some exams I have next week.
The first two exams are 3 hours long and will be very difficult.
The last exam is in a subject I am not very good at.
I've spent a lot of time studying in the library this week.

I need some advice about how to relax, please.

5 Look at the words you circled and underlined and complete this table.

1 Tell students to complete the task alone or in pairs.

2 Check answers with the whole class.

Answers

Singular nouns	Plural nouns	Both
a/an	some any numbers a lot of	no article the

6 Choose the correct option to complete the sentences.

1 Read out the first sentence and ask students if they agree with the model answer.

2 Tell students to complete the task with a friend. Ask them to refer to the *Focus on Language* box as needed.

3 Check answers as a whole class.

Answers

1 the	2 a	3 –	4 some	5 the
6 The	7 a	8 the/the		

Writing

7 Think of a problem people might have at school. Write an email to a problem page in your notebook. Answer these questions to form three paragraphs.

1 First, model the task by going through the three questions with students as a class.

2 Have students work in pairs or small groups. Allow enough time for the task but set time limits and give time warnings to ensure the students are in sync.

3 If students write the answers in their notebooks, encourage them to exchange their answers with peers and encourage small group discussions as well as peer correction. Monitor and make note of good language as well as errors for delayed feedback.

4 Lead a whole class discussion on the problems and solutions students thought of.

Students' own answers.

WB page 111

Lesson 2 4

Vocabulary

1 This is a part of an email. Read and say what the writer is giving advice about.

If you want to pass your exams, my advice is to always do your homework. Remember the information that your teacher gives you about the exam because it will help you. For a week or two before any exams, don't go out with your friends. Save your money and do some extra practice instead. It'll be really useful!

2 Look at the paragraph and tick (✔) the nouns which do not have a plural form.

1 ☑ advice 2 ☐ homework 3 ☐ information 4 ☐ exam 5 ☐ money 6 ☐ practice

Can you think of other examples?

Language

3 Find and correct the mistakes in these sentences.



1 What time is a Maths lesson this afternoon?
What time is the Maths lesson this afternoon?
2 I'd like a new information about this project .
3 I can't come out tonight because I have a exam tomorrow.
4 I don't have a homework tonight.
5 My friend gave me some advices about how to finish the project.
6 There are some good book in the library.

4 Complete the text with *a/an, the, some/any* or -.

It is not easy to be (1) *a* teenager and students often need (2) .... help when they are at school. So, what (3) .... problems do they have? Some students feel like they don't have (4) .... time to revise for exams. They can also feel stressed about (5) .... work they get for (6) .... homework.

So who can they ask for (7) .... advice? They can always ask (8) .... teacher or their (9) .... family. If they have (10) .... good friend, he or she can help too.

Writing

5 Write a short email to a friend.

- Explain what makes you feel stressed or worried.
- Ask your friend what advice they can give you.
- Ask who else you can ask for advice.

REMEMBER!
Remember to read your email aloud to check for spelling, grammar and punctuation mistakes.

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Vocabulary

1 This is part of an email. Read and say what the writer is giving advice about.

1 Allow time for students to read the instructions and read the email.

2 Encourage students to underline the key words that helped them understand what the writer is giving advice about.

3 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers

How to pass your exams

2 Look at the paragraph and tick (✔) the nouns which do not have a plural form.

1 Tell students to look at the example, then

allow time for them to complete the task, alone or in pairs. Refer students to the Focus on Language box in the Student's Book as needed. Go around and offer help where needed.

2 Go through the exercise with the whole class.

Answers

1 [√] advice	2 [√] homework
3 [√] information	5 [√] money
6 [√] practice	

Language

3 Find and correct the mistakes in these sentences.

1 Look at the example sentence as a class and ask students why the use of the indefinite article is incorrect in the first sentence.

2 Then allow time for students to complete the task. Underline where the mistake is if students cannot find the error. Go around and offer help where needed.

3 Check answers: invite different students to read out the correct sentences and ask them to justify their answers.

Answers

1 What time is **the** Maths lesson this afternoon?
2 I'd like **(some)** new information about this project.
3 I can't come out tonight because I have **an** exam tomorrow.
4 I don't have **any** homework tonight.
5 My friend gave me some **advice** about how to finish the project.
6 There are some good **books** in the library.

4 Complete the text with a/an, the, some/ any or -.

1 Read the first sentence with students and ask them why the indefinite article is appropriate.

2 Allow time for them to complete the task alone or in pairs.

3 Go around and support as necessary.

4 Nominate students for answers and check as a whole class.

Answers

1 a	2 -/some	3 –	4 –/any
5 the	6 –	7 –/some	8 a
9 –	10 a		

Writing

5 Write a short email to a friend.

1 Read out the task, and invite ideas from the whole class for each bullet. You can refer to the problems students brainstormed previously.

2 Allow time for them to complete the task; tell them to make notes first. Ask them to follow the advice in the *Remember!* box.

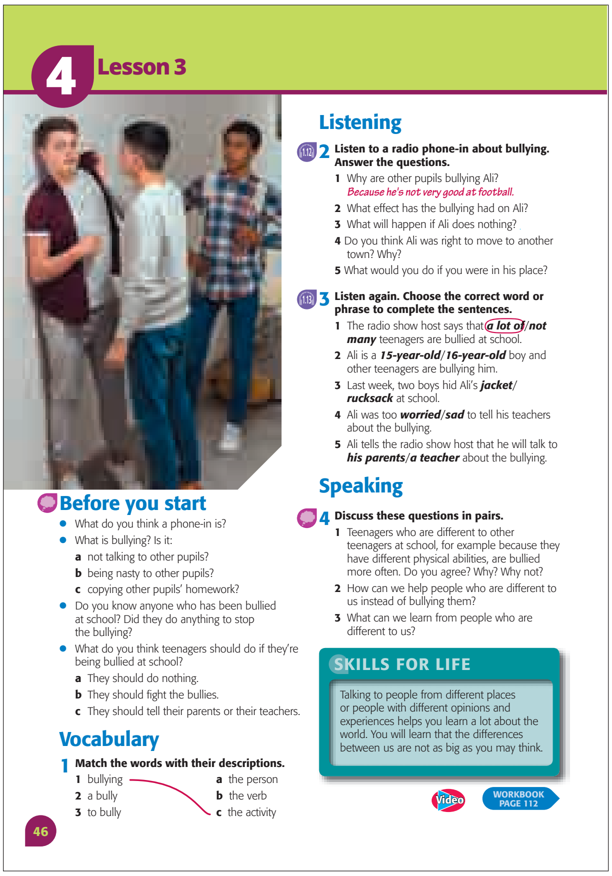
3 Go around and make suggestions if necessary. Make sure they are using countable and uncountable nouns and articles correctly.

Invite different students to read out their emails to the class. Try to choose students who have expressed different opinions. You can take in their work to mark.

Students' own answers.

Lesson 3

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4 Lesson 3

Listening

2 Listen to a radio phone-in about bullying. Answer the questions.

1 Why are other pupils bullying Ali?
Because he's not very good at football.
2 What effect has the bullying had on Ali?
3 What will happen if Ali does nothing?
4 Do you think Ali was right to move to another town? Why?
5 What would you do if you were in his place?

3 Listen again. Choose the correct word or phrase to complete the sentences.

1 The radio show host says that ***a lot of/not many*** teenagers are bullied at school.
2 Ali is a ***15-year-old/16-year-old*** boy and other teenagers are bullying him.
3 Last week, two boys hid Ali's ***jacket/rucksack*** at school.
4 Ali was too ***worried/sad*** to tell his teachers about the bullying.
5 Ali tells the radio show host that he will talk to ***his parents/a teacher*** about the bullying.

Speaking

4 Discuss these questions in pairs.

1 Teenagers who are different to other teenagers at school, for example because they have different physical abilities, are bullied more often. Do you agree? Why? Why not?
2 How can we help people who are different to us instead of bullying them?
3 What can we learn from people who are different to us?

SKILLS FOR LIFE

Talking to people from different places or people with different opinions and experiences helps you learn a lot about the world. You will learn that the differences between us are not as big as you may think.

Before you start

- What do you think a phone-in is?
- What is bullying? Is it:
  - a not talking to other pupils?
  - b being nasty to other pupils?
  - c copying other pupils' homework?
- Do you know anyone who has been bullied at school? Did they do anything to stop the bullying?
- What do you think teenagers should do if they're being bullied at school?
  - a They should do nothing.
  - b They should fight the bullies.
  - c They should tell their parents or their teachers.

Vocabulary

1 Match the words with their descriptions.

1 bullying	a the person
2 a bully	b the verb
3 to bully	c the activity

Video

WORKBOOK PAGE 112

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Before you start

1 Refer students to the picture and ask them what is happening. Elicit the term *bullying* and brainstorm different reasons for bullying at school.

2 Check they understand the term *phone-in* (a radio programme in which people phone an expert to talk about a topic or problem). Also, make sure students know the meaning of *nasty*: extremely unkind and unpleasant.

3 Lead a whole class discussion on the questions. As bullying can be a sensitive subject, take care to establish from the start that bullying is unacceptable and also be aware of any students who might be uncomfortable discussing the topic.

Answers

- A *phone-in* is a radio programme in which people phone an expert to talk about a topic or problem.
- Bullying is b
- Students' own answers.
- c

Vocabulary

1 Match the words with their descriptions.

1 Tell students to look at the example given. Tell them they are going to match words and actions or nouns. Show that *bullying* is an action, for example.

2 Ask them to complete the task in pairs, then go through the answers with the whole class.

Answers

1 c 2 a 3 b

Listening

2 Listen to a radio phone-in about bullying. Answer the questions.

1 Tell students to read through the questions. Students listen while you play the recording.

2 Ask them to check their answers in pairs, then go through the answers with the whole class; if necessary, play the recording again.

Answers

1 Because he's not very good at football.
2 He hates going to school.
3 Nothing will change. / The bullies will continue bullying him.
4/5 Students' own answers

Audioscript

Radio show host: *Good evening everyone. Welcome to the show. Tonight, we're talking about bullying. Unfortunately, a lot of teenagers are bullied at school, and this can have some very*

	negative effects on them. We're going to talk to a 15-year-old boy called Ali, who is being bullied. Ali … are you on the line?
Ali:	*Hi Seleem. How are you?*
Radio show host:	*I'm well, thank you. How are you this evening?*
Ali:	*I'm OK, but last week was really hard. Two boys in my class are bullying me because I am not very good at football. I like to play chess more than football. Last week, they hid my rucksack. It had all my school books in it. I hate going to school now!*
Radio show host:	*Oh no! That's terrible. Did you tell a teacher?*
Ali:	*No, I didn't. I was too scared. I've just moved to this town, so I don't know the teachers very well.*
Radio show host:	*Well, Ali, I really think you should talk to a teacher. Your teacher can talk to the bullies and make it clear that they shouldn't behave like this. If you do nothing, the bullying will just continue.*
Ali:	*Yes … you're right ... There's one teacher that I get along well with. I'll talk to him.*

3 Listen again. Choose the correct word or phrase to complete the sentences.

1 Put students in pairs to read the sentences and guess the answers based on what they remember from the first listening.

2 Play the recording again and pause the audio after the first example.

3 Play the rest of the recording and have students complete the task alone or in pairs. Monitor and check the sentences are correct.

4 Ask different students to read out the answers.

Answers

1 a lot of
2 15-year-old
3 rucksack
4 worried
5 a teacher

Speaking

4 Discuss these questions in pairs.

1 Read out the questions, then put students in pairs to discuss them. Monitor and listen, offering prompts where needed.

2 Invite volunteers to report their answers to the class.

Suggested answers

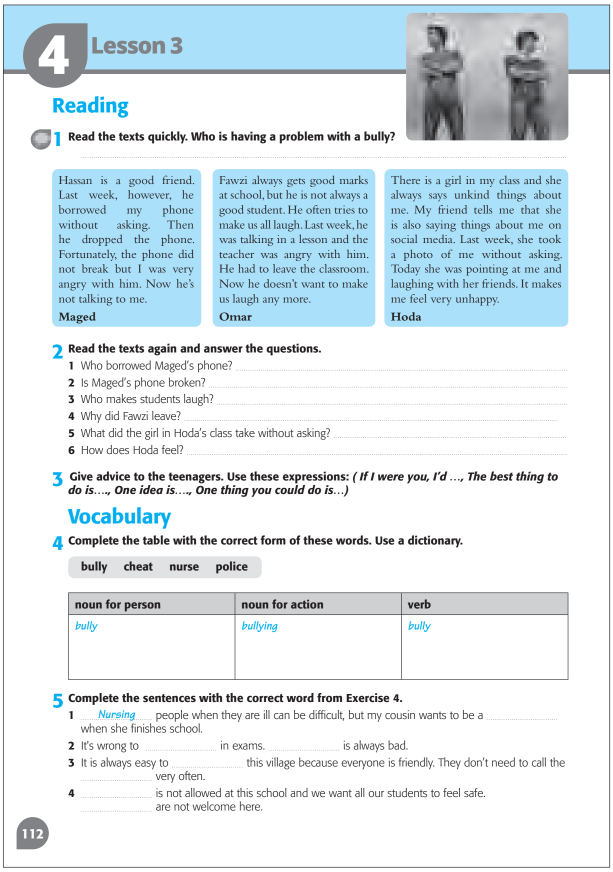
1 This is sometimes true, but not always.
2 We can try to understand them (or help them if necessary).
3 We can learn that everyone is different, and everyone can teach us something about life (see *Skills for Life*).

Skills for Life

1 Ask a student to read the Skills for Life box.

2 Ask a few students to share their experience of talking to people from different places or with different opinions to their own.

WB page 112



4 Lesson 3

Reading

1 Read the texts quickly. Who is having a problem with a bully?

Hassan is a good friend. Last week, however, he borrowed my phone without asking. Then he dropped the phone. Fortunately, the phone did not break but I was very angry with him. Now he's not talking to me.
Maged

Fawzi always gets good marks at school, but he is not always a good student. He often tries to make us all laugh. Last week, he was talking in a lesson and the teacher was angry with him. He had to leave the classroom. Now he doesn't want to make us laugh any more.
Omar

There is a girl in my class and she always says unkind things about me. My friend tells me that she is also saying things about me on social media. Last week, she took a photo of me without asking. Today she was pointing at me and laughing with her friends. It makes me feel very unhappy.
Hoda

2 Read the texts again and answer the questions.
1 Who borrowed Maged's phone? ……
2 Is Maged's phone broken? ……
3 Who makes students laugh? ……
4 Why did Fawzi leave? ……
5 What did the girl in Hoda's class take without asking? ……
6 How does Hoda feel? ……

3 Give advice to the teenagers. Use these expressions: *(If I were you, I'd …, The best thing to do is…., One idea is…., One thing you could do is…)*

Vocabulary

4 Complete the table with the correct form of these words. Use a dictionary.

bully cheat nurse police

noun for person	noun for action	verb
bully	*bullying*	*bully*

5 Complete the sentences with the correct word from Exercise 4.
1 *Nursing* people when they are ill can be difficult, but my cousin wants to be a …… when she finishes school.
2 It's wrong to …… in exams. …… is always bad.
3 It is always easy to …… this village because everyone is friendly. They don't need to call the …… very often.
4 …… is not allowed at this school and we want all our students to feel safe. …… are not welcome here.

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Reading

1 Read the texts quickly. Who is having a problem with a bully?

1 Allow time for students to read the instructions and remind them to skim the texts for gist only.

2 Tell students to complete the task alone. Go around and offer help where needed.

3 Check as a whole class.

Answers

Hoda

2 Read the texts again and answer the questions.

1 Tell students to read the texts again, but this time more slowly.

2 Then, allow time for them to answer the questions, alone or in pairs. Go around and offer help where needed.

3 Go through the exercise with the whole class.

Answers

1 His friend Hassan (borrowed a phone without asking).
2 No, it is not.
3 Fawzi
4 Because he was talking in the lesson and the teacher was angry with him.
5 She took a photo.
6 She feels very unhappy.

3 Give advice to the teenagers. Use these expressions: (If I were you, I'd …, The best thing to do is …, One thing you could do is …).

1 Read the instructions and make sure students understand the task.

2 Students give advice in pairs. Go around and check they are using the expressions correctly.

3 Ask a few students to share their advice to the class. You could have a vote on the best advice.

Suggested answers

1 If I were you, I'd tell your friend that he is still your friend and that you shouldn't be angry with him any more.
2 The best thing to do is not to ask him to make you laugh in lessons. He should wait for the break to do this.
3 One thing you could do is to tell the teacher.

Vocabulary

4 Complete the table with the correct form of these words. Use a dictionary.

1 Refer students to the examples in the table. Then allow time for students to complete the task using their dictionaries as needed. Go around and offer help when needed.

2 Check answers: invite different students to read out the words.

Answers

noun for person	noun for action	verb
bully cheat nurse police officer [or man/ woman]	bullying cheating nursing policing	bully cheat nurse police

5 Complete the sentences with the correct word from Exercise 4.

1 Refer students to the example in the first sentence and ask for a volunteer to complete the second gap. Make sure students notice whether they need a noun for a person, a noun for action or a verb for each gap.

2 Then, allow time for students to complete the task in pairs. Go around and offer help where needed.

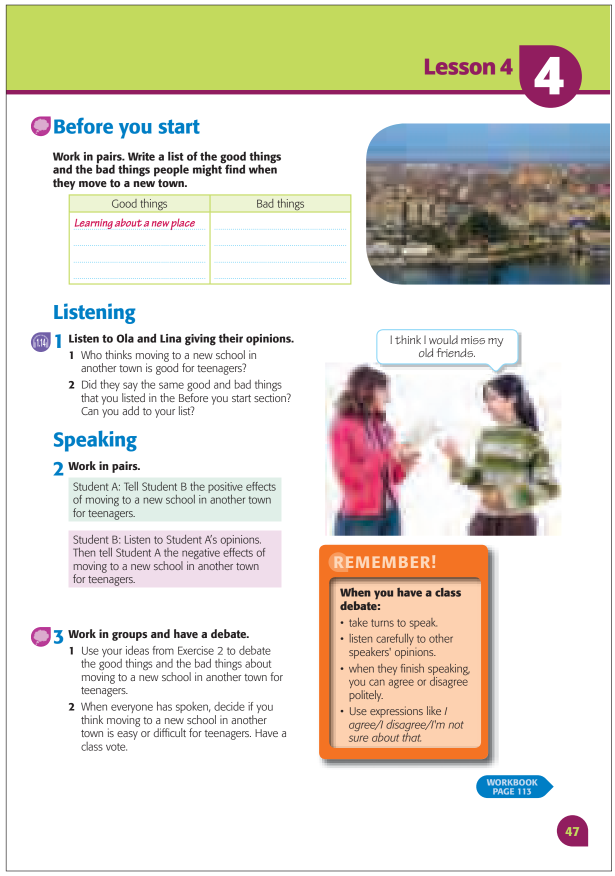
3 Check answers: invite different students to read out the completed sentences.

Answers

1 nurse
2 cheat/Cheating
3 police/police (officers)
4 Bullying/Bullies

Lesson 4

SB pages 47 WB page 113


Lesson 4 4

Before you start

Work in pairs. Write a list of the good things and the bad things people might find when they move to a new town.

Good things	Bad things
Learning about a new place	

Listening

1.14 **1 Listen to Ola and Lina giving their opinions.**
1 Who thinks moving to a new school in another town is good for teenagers?
2 Did they say the same good and bad things that you listed in the Before you start section? Can you add to your list?

Speaking

2 Work in pairs.

Student A: Tell Student B the positive effects of moving to a new school in another town for teenagers.

Student B: Listen to Student A's opinions. Then tell Student A the negative effects of moving to a new school in another town for teenagers.

3 Work in groups and have a debate.
1 Use your ideas from Exercise 2 to debate the good things and the bad things about moving to a new school in another town for teenagers.
2 When everyone has spoken, decide if you think moving to a new school in another town is easy or difficult for teenagers. Have a class vote.

REMEMBER!
When you have a class debate:
- take turns to speak.
- listen carefully to other speakers' opinions.
- when they finish speaking, you can agree or disagree politely.
- Use expressions like *I agree/I disagree/I'm not sure about that.*

WORKBOOK PAGE 113

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Before you start

1 Refer students to the example in the table and brainstorm a few ideas. Write these on the board.

2 Allow students some time to think of more positives and negatives in small groups.

3 Lead a whole class discussion and nominate students from each group to share their ideas. Write these ideas on the board.

Students' own answers.

Listening

1 Listen to Ola and Lina giving their opinions.

1 Tell students to read through the questions. Students listen while you play the recording.

2 Ask them to check their answers in pairs, then go through the answers with the whole class; if necessary, play the recording again.

3 Compare Ola's answers to the positives and negatives suggested by the students.

Answers

1 Ola 2 Students' own answers

Audioscript

Ola: *So, do you think moving to a new school in another town is a good thing or a bad thing for teenagers?*

Lina: *As far as I'm concerned, it's not a good idea. If you move to a new school, you have to leave your old friends behind and it's really difficult to make new friends.*

Ola: *I'm not so sure about that. I think you can make new friends if you're nice to other people and start conversations with them. For example, I'm sure you would make lots of new friends!*

Lina: *That's true. It is possible to make new friends, but it takes time. You'll be really lonely for the first few months.*

Ola: *In my opinion, it's a good experience to have because it makes you stronger.*

Lina: *I know that it can make people stronger, but I would prefer to just stay with the people I know.*

Speaking

2 Work in pairs.

1 Read out the rubric for the roleplay, assign roles and give students some time to prepare what they will say. Allow them to make notes if they wish and use the ideas from the previous exercises.

2 Then put them in pairs to roleplay the conversation. Monitor and listen, offering prompts where needed.

3 Invite volunteers to perform for the class.

3 Work in groups and have a debate.

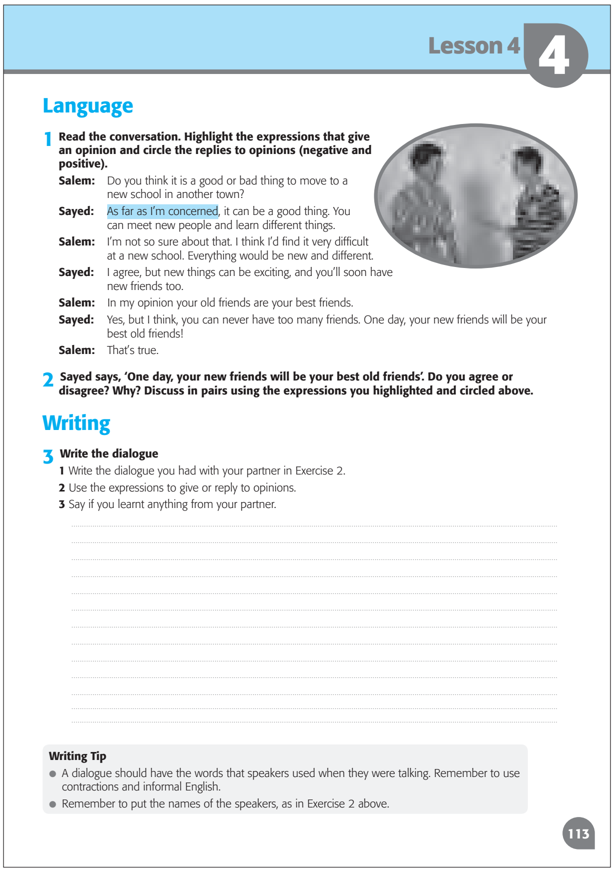
1 Refer students to the *Remember!* box and ask them to read through the tips. Elicit any further tips for debates.

2 Read out the instructions for the task and put students into groups for the debate.

3 Encourage students to use the ideas they discussed in the roleplay. Ask if any students have direct experience of moving to a new town.

4 Have the class vote on whether it is easy or difficult for teenagers to move to a new town.

WB page 113


Lesson 4 4

Language

1 **Read the conversation. Highlight the expressions that give an opinion and circle the replies to opinions (negative and positive).**

Salem: Do you think it is a good or bad thing to move to a new school in another town?
Sayed: As far as I'm concerned, it can be a good thing. You can meet new people and learn different things.
Salem: I'm not so sure about that. I think I'd find it very difficult at a new school. Everything would be new and different.
Sayed: I agree, but new things can be exciting, and you'll soon have new friends too.
Salem: In my opinion your old friends are your best friends.
Sayed: Yes, but I think, you can never have too many friends. One day, your new friends will be your best old friends!
Salem: That's true.

2 **Sayed says, 'One day, your new friends will be your best old friends'. Do you agree or disagree? Why? Discuss in pairs using the expressions you highlighted and circled above.**

Writing

3 **Write the dialogue**
1 Write the dialogue you had with your partner in Exercise 2.
2 Use the expressions to give or reply to opinions.
3 Say if you learnt anything from your partner.

Writing Tip
- A dialogue should have the words that speakers used when they were talking. Remember to use contractions and informal English.
- Remember to put the names of the speakers, as in Exercise 2 above.

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Language

1 Read the conversation. Highlight the expressions that give an opinion and circle the replies to opinions (negative and positive).

1 Allow time for the students to read the instructions.

2 Elicit the expressions for giving opinions and replying which they met in the Student Book.

3 Tell students to complete the task alone. Go around and offer help where needed.

4 Check answers as a class.

Answers

Salem: Do you think it is a good or bad thing to move to a new school in another town?
Sayed: As far as I'm concerned, it can be a good thing. You can meet new people and learn different things.
Salem: I'm not so sure about that. I think I'd find it very difficult at a new school. Everything would be new and different.
Sayed: I agree, but new things can be exciting, and you'll soon have new friends too.
Salem: In my opinion your old friends are your best friends.
Sayed: Yes, but I think, you can never have too many friends. One day, your new friends will be your best old friends!
Salem: That's true.

2 Sayed says, 'One day, your new friends will be your best old friends'. Do you agree or disagree? Why? Discuss in pairs using the expressions you highlighted and circled above.

1 Read the question with the students. Make sure that students understand the meaning of what Sayed said (you will stay best friends with the same people).

2 Put students into pairs to discuss. Go around and offer help where needed.

3 Ask several pairs to demonstrate their conversations to the class.

Students' own answers.

Writing

3 Write the dialogue

1 Read the rubric with the students.

2 Refer the students to Writing Tip and have them complete the task in pairs.

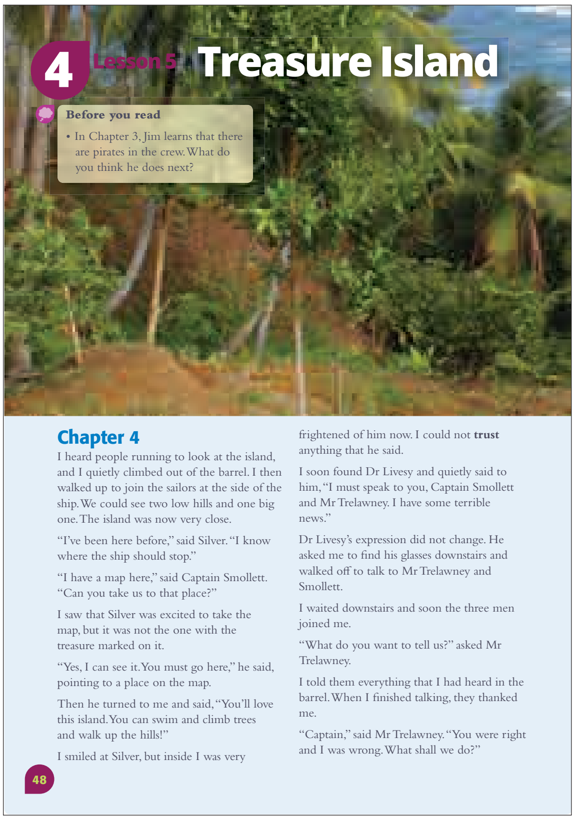
3 Go around and offer help where needed.

4 Collect the students' work for marking.

Students' own answers.

Lesson 5

SB pages 48 – 50



4 Lesson 5 Treasure Island

Before you read

- In Chapter 3, Jim learns that there are pirates in the crew. What do you think he does next?

Chapter 4

I heard people running to look at the island, and I quietly climbed out of the barrel. I then walked up to join the sailors at the side of the ship. We could see two low hills and one big one. The island was now very close.

"I've been here before," said Silver. "I know where the ship should stop."

"I have a map here," said Captain Smollett. "Can you take us to that place?"

I saw that Silver was excited to take the map, but it was not the one with the treasure marked on it.

"Yes, I can see it. You must go here," he said, pointing to a place on the map.

Then he turned to me and said, "You'll love this island. You can swim and climb trees and walk up the hills!"

I smiled at Silver, but inside I was very frightened of him now. I could not **trust** anything that he said.

I soon found Dr Livesy and quietly said to him, "I must speak to you, Captain Smollett and Mr Trelawney. I have some terrible news."

Dr Livesy's expression did not change. He asked me to find his glasses downstairs and walked off to talk to Mr Trelawney and Smollett.

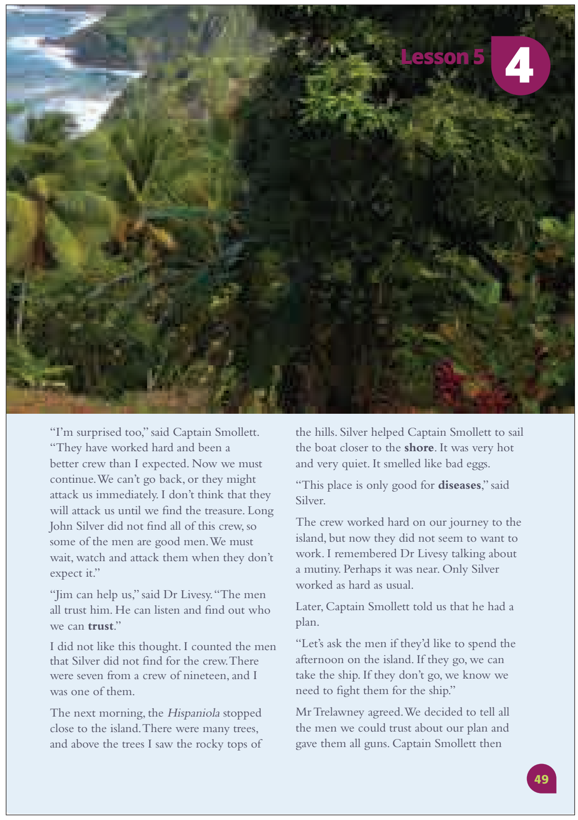
I waited downstairs and soon the three men joined me.

"What do you want to tell us?" asked Mr Trelawney.

I told them everything that I had heard in the barrel. When I finished talking, they thanked me.

"Captain," said Mr Trelawney. "You were right and I was wrong. What shall we do?"

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Lesson 5 4

"I'm surprised too," said Captain Smollett. "They have worked hard and been a better crew than I expected. Now we must continue. We can't go back, or they might attack us immediately. I don't think that they will attack us until we find the treasure. Long John Silver did not find all of this crew, so some of the men are good men. We must wait, watch and attack them when they don't expect it."

"Jim can help us," said Dr Livesy. "The men all trust him. He can listen and find out who we can **trust**."

I did not like this thought. I counted the men that Silver did not find for the crew. There were seven from a crew of nineteen, and I was one of them.

The next morning, the *Hispaniola* stopped close to the island. There were many trees, and above the trees I saw the rocky tops of the hills. Silver helped Captain Smollett to sail the boat closer to the **shore**. It was very hot and very quiet. It smelled like bad eggs.

"This place is only good for **diseases**," said Silver.

The crew worked hard on our journey to the island, but now they did not seem to want to work. I remembered Dr Livesy talking about a mutiny. Perhaps it was near. Only Silver worked as hard as usual.

Later, Captain Smollett told us that he had a plan.

"Let's ask the men if they'd like to spend the afternoon on the island. If they go, we can take the ship. If they don't go, we know we need to fight them for the ship."

Mr Trelawney agreed. We decided to tell all the men we could trust about our plan and gave them all guns. Captain Smollett then

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4 Lesson 5

told the crew that they could all have the afternoon on the island to relax, if they wanted to.

"When you hear a gun at the end of the day, it'll be time to come back," he said.

All the crew suddenly looked happy and they all agreed to go. Perhaps they thought that they could find the treasure immediately.

Captain Smollett asked Silver to organise the men. Six men would stay on the Hispaniola and thirteen would take the small boats to the shore. I realised that there were six of Silver's men on the ship. The men in our group would not be able to take the ship, so I decided I would go with Silver onto the island. I got on one of the boats quietly, but Silver saw me. Had I made a big mistake?

The boat I was in was fast, and we were nearly on the beach first when I held onto the **branch** of a tree and jumped out of the boat. I heard someone calling me, but I did not listen and began to run as fast as I could.

When I stopped, I felt happy. Silver did not know where I was. This part of the island was open, with just a few trees. I could see the hills in front of me. As I walked, I saw pretty flowers, snakes and small birds.

Suddenly a cloud of birds flew into the sky and knew that something was coming towards me. I was correct, because I then heard people talking. I decided to hide behind some trees.

I realised that one of the people was Silver, but I could not hear what he was saying. Soon the birds returned, and I knew that the men had gone. I told myself that it was my job to find out what these men were planning to do. So I decided to follow them, without them seeing me. After a few minutes, I saw Silver and another sailor talking near a beach.

"I want you to join us, Tom, because I know you're a good sailor. I'm telling you this to save you!" said Silver.

"Silver," Tom replied, "you're a good man and you shouldn't work with these pirates. I'd prefer to lose my hand than work with them!"

I knew then that here was a man that we could trust. Then came news of another. I suddenly heard a terrible shout, then all was quiet.

"What was that?" asked Tom.

Silver smiled and said "That? Oh, I think that was Alan."

"Alan!" cried Tom. "He's a good man. If your men have hurt him, then you are no friend of mine. I won't help you!"

Tom began to walk away from Silver along the beach. Silver suddenly threw his crutch at Tom, and it hit him hard on the back. He fell to the ground, and before he could stand again, Silver killed him with a knife.

Silver now blew a **whistle** and I knew that more of his men would soon arrive on the beach. I was very frightened. I walked quietly back into the trees, then ran as quickly as I could.

As I ran, I began to think. What could I do now? When we heard Captain Smollett's gun, could I go back to the beach to be with these men? If I did, I knew that they would kill me. I would have to stay on the island forever.

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Before you start

1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.

Suggested answers

Jim Hawkins takes a note to Long John Silver from Mr Trelawney. He sees Black Dog, but Black Dog runs away. Long John Silver tells Jim that Black Dog has a blind friend, called Pew. At the ship, Captain Smollett tells Mr Trelawney that he doesn't like the crew and he is not happy. He thinks they will not be safe. Mr Trelawney tells Jim that he doesn't like Captain Smollett, but he does like Silver. The *Hispaniola* leaves Bristol. One night, Jim overhears a conversation between Silver and a sailor called Dick. He learns that Silver is a pirate and he, Mr Trelawney, Dr Livesy and the others are in danger.

Before you read

1 Elicit suggestions for what Jim does next. Accept all answers at this stage and help with vocabulary as necessary.

Students' own answers.

Reading

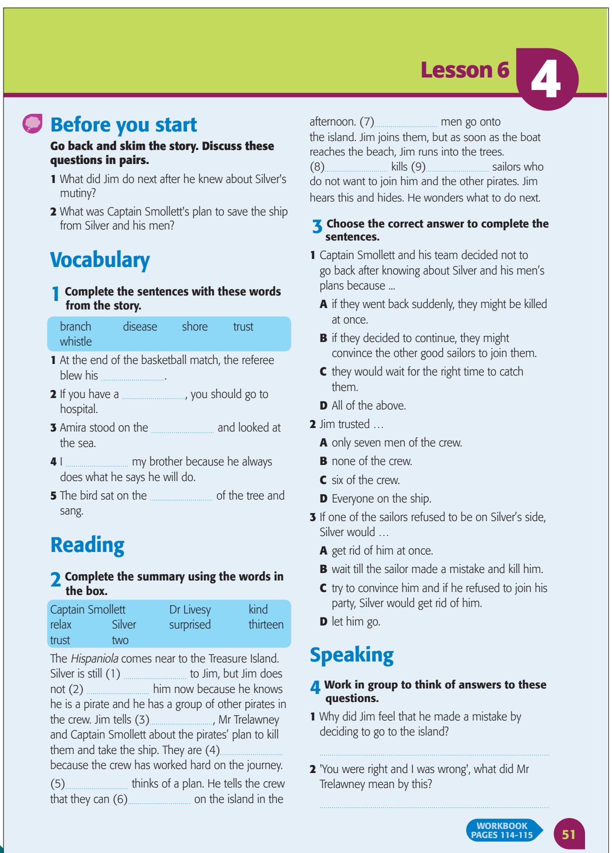
1 Allow students sufficient time to read Chapter 4. Monitor the class while they are reading and encourage them to use a dictionary to look up any words they don't know.
2 When they have finished reading, ask them to talk to a partner to answer the question about what Jim did next.
3 Discuss the answers as a class and check whether any of the initial suggestions were correct.

Answers

Jim told Dr Livesy and the others what he had heard in the barrel.

Lesson 6

SB pages 51 WB pages 114–115


Lesson 6 4

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What did Jim do next after he knew about Silver's mutiny?
2 What was Captain Smollett's plan to save the ship from Silver and his men?

Vocabulary

1 Complete the sentences with these words from the story.

branch disease shore trust whistle

1 At the end of the basketball match, the referee blew his ....
2 If you have a ...., you should go to hospital.
3 Amira stood on the .... and looked at the sea.
4 I .... my brother because he always does what he says he will do.
5 The bird sat on the .... of the tree and sang.

Reading

2 Complete the summary using the words in the box.

Captain Smollett Dr Livesy kind relax Silver surprised thirteen trust two

The *Hispaniola* comes near to the Treasure Island. Silver is still (1) .... to Jim, but Jim does not (2) .... him now because he knows he is a pirate and he has a group of other pirates in the crew. Jim tells (3)....................., Mr Trelawney and Captain Smollett about the pirates' plan to kill them and take the ship. They are (4)..................... because the crew has worked hard on the journey. (5)..................... thinks of a plan. He tells the crew that they can (6)..................... on the island in the afternoon. (7)..................... men go onto the island. Jim joins them, but as soon as the boat reaches the beach, Jim runs into the trees. (8)..................... kills (9)..................... sailors who do not want to join him and the other pirates. Jim hears this and hides. He wonders what to do next.

3 Choose the correct answer to complete the sentences.

1 Captain Smollett and his team decided not to go back after knowing about Silver and his men's plans because ...
A if they went back suddenly, they might be killed at once.
B if they decided to continue, they might convince the other good sailors to join them.
C they would wait for the right time to catch them.
D All of the above.

2 Jim trusted …
A only seven men of the crew.
B none of the crew.
C six of the crew.
D Everyone on the ship.

3 If one of the sailors refused to be on Silver's side, Silver would …
A get rid of him at once.
B wait till the sailor made a mistake and kill him.
C try to convince him and if he refused to join his party, Silver would get rid of him.
D let him go.

Speaking

4 Work in group to think of answers to these questions.

1 Why did Jim feel that he made a mistake by deciding to go to the island?
....
2 'You were right and I was wrong', what did Mr Trelawney mean by this?
....

WORKBOOK PAGES 114-115 51

Before you start

1 Go back and skim the story. Discuss these questions in pairs.

1 Read through the questions with the class checking understanding.
2 Put students in pairs to re-read the story and find the answers to the questions.
3 Feedback as a class.

Answers

1 He tells Dr Livesy, Captain Smollett and Mr Trelawney about it.
2 His plan is to wait and attack them when they least expect it.

Vocabulary

1 Complete the sentences with these words from the story.

1 Students complete the gaps before checking answers with a partner.
2 Feedback as a class.

Answers

1 whistle 2 disease
3 shore 4 trust
5 branch

Reading

2 Complete the summary using the words in the box.

1 Point out that the paragraph is a summary of the story before asking students to read the text without worrying about the gaps.
2 Ask students to choose the words from the box to fill the gaps in the text.
3 Check answers as a class by reading the whole text again.

Answers

1 kind 2 trust 3 Dr Livesy
4 surprised 5 Captain Smollett
6 relax 7 thirteen 8 Silver 9 two

3 Choose the correct answer to complete the sentences.

1 Ask students to read the sentence and choose the best answer option.

2 Students check their answers with a partner before class feedback.

Answers

1 D   2 C   3 C

Speaking

4 Work in groups to think of answers to these questions.

1 Put students into small groups.

2 Ask them to discuss their answers to the questions. Encourage students to give reasons for their ideas.

3 Elicit each group's answers.

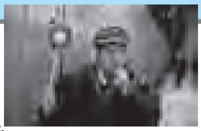
Answers

1 Students' own answers.
2 The Captain had said he did not like the crew.

WB page 114-115

4 Story

Treasure Island



Chapter 4

1 Complete the sentences with the words in the box.

disease ~~branch~~ shore whistle trust

1 The cat climbed on the ……branch…… of the tree.
2 Soha is very ill. She must have caught a …………… .
3 We saw a ship on the …………… .
4 I believe anything my mother says. I …………… her.
5 The coach blew his …………… to end the training.

2 Complete the time-line with these events from the story.

a Jim joins some of the men on a small boat to the island.
b Dr Livesy asks Jim to find out who they can trust.
c Captain Smollett gave Long John Silver a map of the island.
d Silver kills Tom because he doesn't want to join his gang.
e Jim tells his friends about Long John Silver's terrible plan.
f Jim jumps off the small boat and runs onto the island.

1	2	3	4	5	6
c					

3 Match the numbers with what they refer to.

1 [d] two — a the number of men who stayed on the Hispaniola
2 [ ] seven — b the total number of crew on the ship
3 [ ] nineteen — c the number of crew that Silver did not find
4 [ ] six — d the number of low hills on the island

4 Circle *True* or *False* and correct the false sentences.

1 It was the first time that Silver visited the island. True / False
2 Jim did not believe what Silver told them. True / False
3 Captain Smollett wanted to take the ship back to England. True / False
4 The island was hot, quiet and smelled bad. True / False
5 Tom agreed to work with Silver's men. True / False

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Story 4

5 Complete the sentences with these adjectives.

excited frightened ~~low~~ rocky surprised terrible

1 They could see two ……low…… hills and one big one on the island.
2 Silver was …………… to take the map from Captain Smollett.
3 Jim told Dr Livesy that he had some …………… news.
4 Captain Smollett was …………… that the crew worked so hard.
5 Above the trees on the island were the …………… tops of the hills.
6 Jim felt …………… because he saw Silver kill a man.

6 Read and answer the questions.

1 *"They have worked hard and been a better crew than I expected."*
Why do you think the crew were better than Captain Smollett expected?

2 *Silver helped Captain Smollett to sail the boat closer to the shore.*
Why do you think Captain Smollett let Silver help him do this?

3 *"We decided to tell all the men we could trust about our plan and gave them all guns."*
How do they know they can trust some of the men?

4 *"I would have to stay on the island forever."*
Why does Jim say this?



7 Match to make collocations.

1 [ ] blow — a a barrel
2 [ ] climb out of — b on a map
3 [ ] hold onto the — c on an island
4 [ ] mark something — d branch of a tree
5 [ ] spend the afternoon — e a whistle

8 Read the quotation from the last chapter. Then compare and contrast what Jim thought about Long John Silver and the Captain with what he knows about them now.

"I know Long John Silver is a good man," said Mr Trelawney, "but I don't think Captain Smollett is." I agreed with Mr Trelawney. I did not like Captain Smollett.

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1 Complete the sentences with the words in the box.

1 Point out that the words in the box are the words in bold in the text so students can check the meanings by reading the words in context if necessary. Students work in pairs to complete the gaps.

2 Check answers as a class.

Answers

1 branch	2 disease	3 shore
4 trust	5 whistle	

2 Complete the timeline with these events from the story.

1 Ask different students to read out the events of the story checking understanding.
2 Draw attention to the timeline and the example sentence c in the first space.
3 Ask students to write the other events into the timeline in the correct order. Check answers as a class.

Answers

1 c 2 e 3 b 4 a 5 f 6 d

3 Match the numbers with what they refer to.

1 Read the example with the class and ask students to work in pairs to match the other numbers before checking answers together.

Answers

1 d 2 c 3 b 4 a

4 Circle True or False and correct the false sentences.

1 Ask students to read through the sentences as a class and help with vocabulary. Allow students a few minutes to decide whether the sentences are true or false. They can look back at the story if they don't remember. Ask students to correct the false sentences.
2 Check answers as a class.

Answers

1 False. Silver had visited the island before.
2 True
3 False. Captain Smollett wants to continue. / Captain Smollett says that they cannot go back.
4 True
5 False. Tom refuses to work with Silver.

5 Complete the sentences with these adjectives.

1 Check understanding of the adjectives in the box. Allow students to look them up.
2 Students complete the sentences with the words in the box. Check answers as a class.

Answers

1 low 2 excited 3 terrible
4 surprised 5 rocky 6 frightened

6 Read and answer the questions.

1 Point out that the sentences in italics are quotations from the story.
2 Go through question 1 with the class and elicit suggestions.
3 Put students in small groups to discuss the answers to the other questions and monitor them as they talk. Check answers as a class.

Suggested answers

1 The crew were better than Captain Smollett expected because he did not choose them and did not trust them, but they worked hard.
2 I think Captain Smollett let Silver help him because he did not want Silver to know that he had found out that he was a pirate.
3 They know that they can trust some men in the crew because Silver did not find them.
4 Jim says this because he cannot get back to the ship.

7 Match to make collocations.

1 Check that students understand the meaning of a collocation (words which often go together). Ask students to match the expressions. Check answers and ask students to make a sentence with each expression.

Answers

1 e 2 a 3 d 4 b 5 c

8 Read the quotation from the last chapter. Then compare and contrast what Jim thought about Long John Silver and the Captain, with what he knows about them now.

1 Read through the question and the quotation with the class and check understanding.
2 Put students into pairs to discuss their answers to the question.
3 Ask each pair to work with another pair to compare answers before class feedback.

Suggested answers

At first, Jim thought that Long John Silver was a good man and he did not like Captain Smollett. Now, Jim has learnt that Long John Silver is really a pirate. Jim is frightened of him and does not trust him. Jim knows that he was wrong about Captain Smollett too. Smollett was a good captain for the ship and he thought of a plan to get the ship back from the pirates.

UNIT 5 Communication

Lesson 1

SB pages 52–53   WB page 116



UNIT 5 Lesson 1

Communication

OBJECTIVES
Reading A science article on how we may communicate in the future
Writing An essay on IOT; a blog on how to stay safe online
Listening A radio discussion about the dangers of the internet
Speaking Give a presentation
Language Future forms *will*, *be going to* and present continuous
Life Skills Self-management; Decision making

Before you start

- Look at the title of the article and the image. What do you know about the Internet of Things?
- Why is it important that all machines should be connected?

Reading

1 Read the magazine article and match the headings with the correct paragraphs 1–4.

A No more driving **B** Possible problems
C Linking the world **D** Connecting our homes

2 Read the text again and answer the questions.

1. What is the Internet of Things?
   It is machines talking to each other.
2. What will computers do in the future that some people do already?
3. What won't people need to buy in the future?
4. Why are some people worried about the IOT?
5. Which organisations do criminals hack into?
6. What more do you think the IOT may be able to do in the future?

The Internet of Things

1 ....

Communication is no longer about people talking to one another, but about machines talking to machines. This is known as the Internet of Things (IOT). **Technology** is developing so fast that experts believe everyone will be connected to the IOT in a few years.

2 ....

Many things in our own homes are going to be **connected** to the IOT. Already, people can control their heating and lighting from their phones, but in the future computers will make the decisions for us. They'll even be able to say when the rubbish bins need to be emptied and control how much water we use!

3 *A*

Cars can already connect to the **internet** using **smartphones**, but imagine if you can get a driverless car to come and collect you using an **app** on your phone. All driverless cars will be electric and much cleaner than petrol ones. Experts think our roads will be safer as there will be fewer accidents using driverless cars.

4 ....

Many people don't think IOT is safe enough yet. Computers collect information about people and businesses which criminals can steal. They use this information to **hack** into organisations like hospitals, power stations and airports, and cause major **security** problems

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Lesson 1 5

Vocabulary

3 Match the meaning of these words and phrases, then check in a dictionary.

1 communication — d
2 internet
3 technology
4 connected
5 security
6 smartphone
7 hack
8 app

a when more than one thing is joined or linked
b when a computer system is broken into illegally
c to protect a place or person
d systems to send and receive information
e a computer programme designed to perform / do a specific function.
f a worldwide computer network
g the use of science to create devices for everyday use
h a device that can connect to the internet

4 Read the sentences. Decide if the words in bold in each sentence are used correctly. Replace the incorrect words with the correct words from Exercise 3.

1. I have a cool new **~~internet~~** that helps you learn English words on your smartphone. *app*
2. Oh no! Someone has tried to **connect** into my new computer! ....
3. Ali always has his **smartphone** in his hand and he's always sending messages to his friends. ....
4. We use the **internet** to buy books because it's easier than going to the book shop. ....
5. **Security** with my friends is really important to me. I talk to them as often as I can. ....
6. Leila's parents have bought her all the latest **communication** – she has a computer and a tablet. ....

Speaking

5 Complete the sentences with your own ideas.

1. My favourite app is ....
2. I use the internet to ....
3. I think smartphones are good / bad because ....
4. The best way to communicate with my friends is ....

Work in pairs. Tell each other your sentences. What is similar and what is different?

6 Discuss these questions in pairs.

1. Do you think the Internet of Things is a good idea? Why? Why not?
2. How will the Internet of Things help people in your area? What other disadvantages might there be to the Internet of Things?

WORKBOOK PAGE 116

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OBJECTIVES

Reading: A science article on how we may communicate in the future

Writing: Write an essay on IOT; a blog on how to stay safe online

Listening: A radio discussion about the dangers of the internet

Speaking: Give a presentation

Language: Future forms *will*, *going* to and present continuous

Life skills: Self-management; Decision making

Before you start

1 Allow time for students to look at the picture and discuss the questions in pairs / small groups. Monitor and offer prompts where needed. Allow students to research the Internet of Things (IOT) or to make educated guesses about what it might represent.

2 Invite different students to report back to the class, and allow a short class discussion.

3 Brainstorm and elicit some key vocabulary items and write these on the board for future reference.

Students' own answers.

Reading

1 Read the magazine article and match the headings with the correct paragraphs 1–4.

1 Tell students to read the four headlines. Answer any questions about vocabulary.

2 Ask students to read the third paragraph quickly for gist and say if they agree with the example. Have them highlight the key words that match the paragraph to heading A.

3 Ask students to complete the task alone, then peer check.

4 Finally, have a whole class check for answers.

Answers

1 C 2 D 3 A 4 B

2 Read the text again and answer the questions.

1 Ask students to read the first question and answer and say if they can locate the answer in the text.

2 Tell students to read the text again more slowly than in Exercise 1 in order to find the answers.

3 Monitor and offer help if necessary.

4 Check answers with the whole class.

Answers

1 It is machines talking to each other.
2 They will decide when to switch on the lights (and heating).
3 Cars.
4 They don't think it's safe.
5 Hospitals, power stations and airports.
6 Students' own answer

Vocabulary

3 Match the meaning of these words and phrases, then check in a dictionary.

1 Look at the words in the left column and ask students if they know any of these words.

2 Focus on the example and ask students to complete the rest of the exercise using a dictionary as needed. Refer them to the bold words in the text to determine meaning from context.

3 Nominate students for answers.

Answers

1 d 2 f 3 g 4 a 5 c 6 h
7 b 8 e

4 Read the sentences. Decide if the words in bold in each sentence are used correctly. Replace the incorrect words with the correct words from Exercise 3.

1 Look at the example as a class and ask the students to tell you why the word has been replaced.

2 Allow students to complete the task in pairs and remind them that some of the sentences are correct.

3 Nominate students for answers. If a word has been used incorrectly, ask students to give you a sentence with the correct use of the word.

Answers

1 app
2 hack
3 smartphone (no change)
4 internet (no change)
5 Communication
6 technology

Speaking

5 Complete the sentences with your own ideas.

1 Look at the first sentence as a class and ask students to suggest how to complete it. The class could also debate and vote on the most useful / least useful app.

2 Allow students some time to answer the questions individually in writing.

3 Then, ask students to compare and discuss their answers in pairs. Monitor and support during the discussion and make a note of any errors that you can go over in the end.

4 Lead a whole class discussion and invite students to share their ideas. Did they write the same answers as their friends? What was similar and what was different?

Students' own answers.

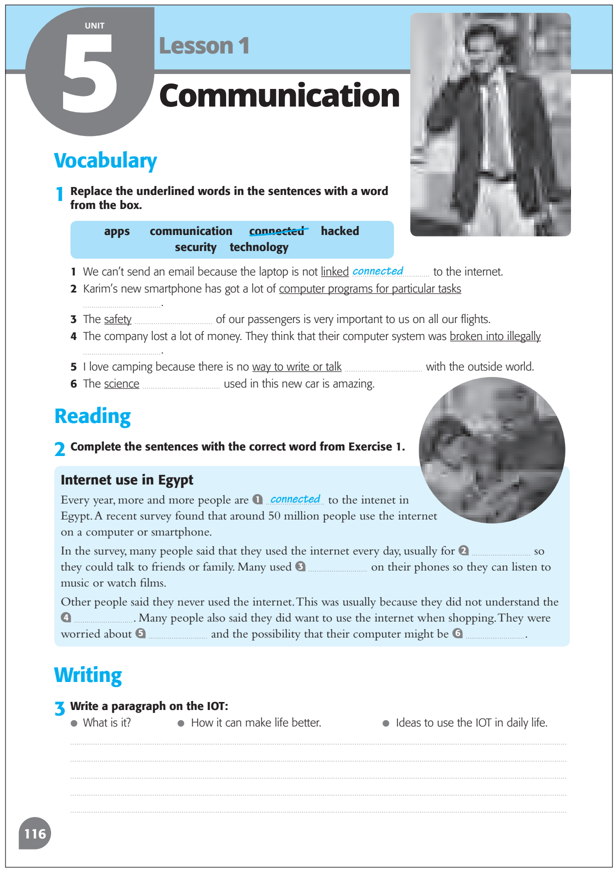
6 Discuss these questions in pairs.

1 Allow students some time to answer the questions in pairs. They can make notes if they wish.

2 Invite students to share their ideas with other pairs and then as a class. Do they have the same opinion?

Students' own answers.

WB page 116



UNIT 5 Lesson 1

Communication

Vocabulary

1 Replace the underlined words in the sentences with a word from the box.

apps communication ~~connected~~ hacked security technology

1 We can't send an email because the laptop is not linked *connected* .... to the internet.
2 Karim's new smartphone has got a lot of computer programs for particular tasks ....
3 The safety .... of our passengers is very important to us on all our flights.
4 The company lost a lot of money. They think that their computer system was broken into illegally ....
5 I love camping because there is no way to write or talk .... with the outside world.
6 The science .... used in this new car is amazing.

Reading

2 Complete the sentences with the correct word from Exercise 1.

Internet use in Egypt

Every year, more and more people are (1) *connected* to the intenet in Egypt. A recent survey found that around 50 million people use the internet on a computer or smartphone.

In the survey, many people said that they used the internet every day, usually for (2) .... so they could talk to friends or family. Many used (3) .... on their phones so they can listen to music or watch films.

Other people said they never used the internet. This was usually because they did not understand the (4) .... Many people also said they did want to use the internet when shopping. They were worried about (5) .... and the possibility that their computer might be (6) ....

Writing

3 Write a paragraph on the IOT:

- What is it?
- How it can make life better.
- Ideas to use the IOT in daily life.

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Vocabulary

1 Replace the underlined words in the sentences with a word in the box.

1 Allow time for students to read the example sentence and check they agree.

2 Tell students to complete the exercise alone or in pairs.

3 Check answers as a whole class.

Answers

1 connected	2 apps	3 security
4 hacked	5 communication	
6 technology		

Reading

2 Complete the sentences with the correct word from Exercise 1.

1 Tell students to read the example, then allow time for them to complete the task alone or in pairs.

2 Check answers as a whole class.

Answers

1 connected	2 communication	3 apps
4 technology	5 security	6 hacked

Writing

3 Write a paragraph on IOT:

1 Refer students to the bullets and brainstorm some ideas as a class. Write these on the board e.g. as a word map or in a table format.

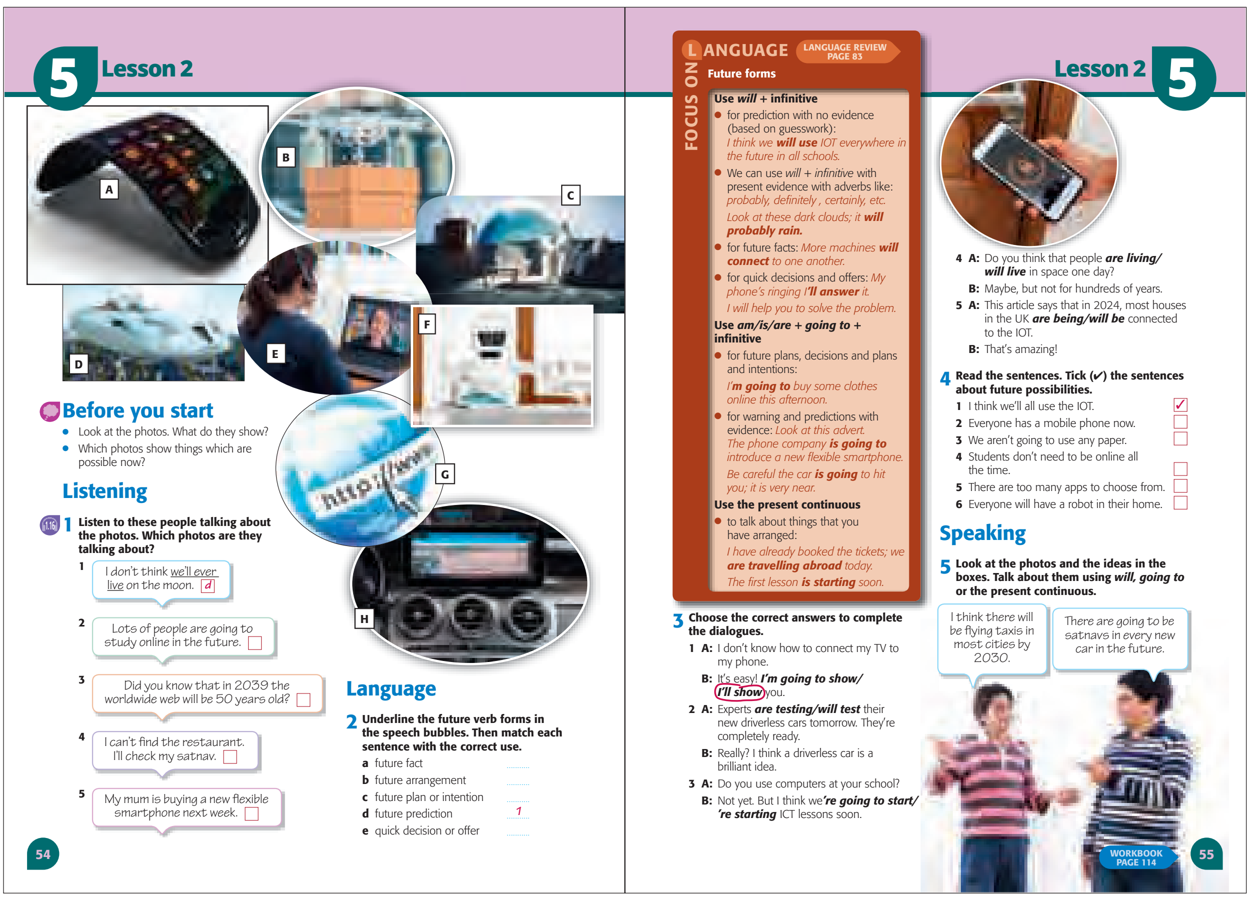
2 Allow students sufficient time to complete their writing. Monitor and support as needed.

3 Invite students to read out their answers and / or exchange writing with another student, or you could ask them to finish the task for homework.

Students' own answers.

Lesson 2

SB pages 54–55 WB page 117


5 Lesson 2

A B C D E F G H

Before you start

- Look at the photos. What do they show?
- Which photos show things which are possible now?

Listening

1.16 **1 Listen to these people talking about the photos. Which photos are they talking about?**

1 I don't think we'll ever live on the moon. d

2 Lots of people are going to study online in the future.

3 Did you know that in 2039 the worldwide web will be 50 years old?

4 I can't find the restaurant. I'll check my satnav.

5 My mum is buying a new flexible smartphone next week.

Language

2 Underline the future verb forms in the speech bubbles. Then match each sentence with the correct use.

a future fact ....
b future arrangement ....
c future plan or intention ....
d future prediction 1
e quick decision or offer ....

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FOCUS ON LANGUAGE — LANGUAGE REVIEW PAGE 83

Future forms

Use *will* + infinitive

- for prediction with no evidence (based on guesswork): *I think we **will use** IOT everywhere in the future in all schools.*
- We can use *will* + *infinitive* with present evidence with adverbs like: *probably, definitely , certainly, etc.* *Look at these dark clouds; it **will probably rain.***
- for future facts: *More machines **will connect** to one another.*
- for quick decisions and offers: *My phone's ringing I**'ll answer** it.* *I will help you to solve the problem.*

Use *am/is/are* + *going to* + infinitive

- for future plans, decisions and plans and intentions: *I'**m going to** buy some clothes online this afternoon.*
- for warning and predictions with evidence: *Look at this advert. The phone company **is going to** introduce a new flexible smartphone.* *Be careful the car **is going** to hit you; it is very near.*

Use the present continuous

- to talk about things that you have arranged: *I have already booked the tickets; we **are travelling abroad** today.* *The first lesson **is starting** soon.*

3 Choose the correct answers to complete the dialogues.

1 A: I don't know how to connect my TV to my phone.
B: It's easy! ***I'm going to show/ I'll show*** you.

2 A: Experts ***are testing/will test*** their new driverless cars tomorrow. They're completely ready.
B: Really? I think a driverless car is a brilliant idea.

3 A: Do you use computers at your school?
B: Not yet. But I think we***'re going to start/ 're starting*** ICT lessons soon.

Lesson 2 5

4 A: Do you think that people ***are living/ will live*** in space one day?
B: Maybe, but not for hundreds of years.

5 A: This article says that in 2024, most houses in the UK ***are being/will be*** connected to the IOT.
B: That's amazing!

4 Read the sentences. Tick (✓) the sentences about future possibilities.

1 I think we'll all use the IOT. ✓
2 Everyone has a mobile phone now.
3 We aren't going to use any paper.
4 Students don't need to be online all the time.
5 There are too many apps to choose from.
6 Everyone will have a robot in their home.

Speaking

5 Look at the photos and the ideas in the boxes. Talk about them using *will, going to* or the present continuous.

I think there will be flying taxis in most cities by 2030.

There are going to be satnavs in every new car in the future.

WORKBOOK PAGE 114

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Before you start

1 Allow time for students to look at the photos and answer the questions.

2 Brainstorm and elicit some key vocabulary items and record these on the board for future reference e.g. satnav (picture H).

Answers

A a phone that folds/a flexible smartphone
B a drone to carry parcels
C a home on the moon
D a flying car
E having a lesson online
F a robot doing housework (ironing, for example)
G the internet/world wide web
H satnav
We have all of these things already, apart from C and D.

Listening

1 Listen to these people talking about the photos. Which photos are they talking about?

1 Allow time for students to read the speech bubbles and the example. Ask them to predict the possible matches for the following speech bubbles.

2 Ask a few students to share their guesses, then tell them they will now find out who is right. Students listen while you play the recording.

3 Go through the answers with the whole class and ask whose guesses were correct; if necessary, play the recording again.

Answers

1 D 2 E 3 G 4 H 5 A

Audioscript

Boy: *I don't think we'll ever live on the moon.*
Girl: *Lots of people are going to study online in the future.*
Boy: *Did you know that in 2039 the worldwide web will be 50 years old?*
Girl: *I can't find the restaurant. I'll check my satnav.*
Boy: *My mum is buying a new flexible smartphone next week.*

Language

2 Underline the future verb forms in the speech bubbles. Then match each sentence with the correct use.

1 Do the first sentence with students. Review the contracted form of will and its use for predictions.

2 Ask a few students to complete the task alone then check their answers with peers.

3 Go through the answers with the whole class and nominate students for answers.

Answers

1 I don't think we will ever live on the moon (d)
2 Lots of people are going to study online in the future. (c)
3 Did you know that in 2039 the worldwide web will be 50 years old? (a)
4 I can't find the restaurant. I'll check my satnav. (e)
5 My mum is buying a new flexible smartphone next week. (b)

3 Choose the correct answers to complete the dialogues.

1 First, tell students to study the Focus on language box, and remind them to refer to it as necessary.

2 Tell students to read the example and to identify which future form is used and why.

3 Check they understand the task and tell students to complete the task alone or in pairs.

4 Check answers with the whole class.

Answers

1 I'll show 2 are testing 3 're going to start
4 will live 5 will be

4 Read the sentences. Tick (✔) the sentences about future possibilities.

1 Tell students to read the example and to identify which future form is used and why.

2 Check they understand the task and tell students to complete the task alone or in pairs.

3 Check answers with the whole class. Ask students to explain which kind of future the ticked sentences illustrate.

Answers

1 ✔, 3 ✔, 6 ✔

Speaking

5 Look at the photos and the ideas in the box. Talk about them using will, going to or the present continuous.

1 Ask students to read the speech bubbles and say if they agree or not. Invite other predictions from the whole class.

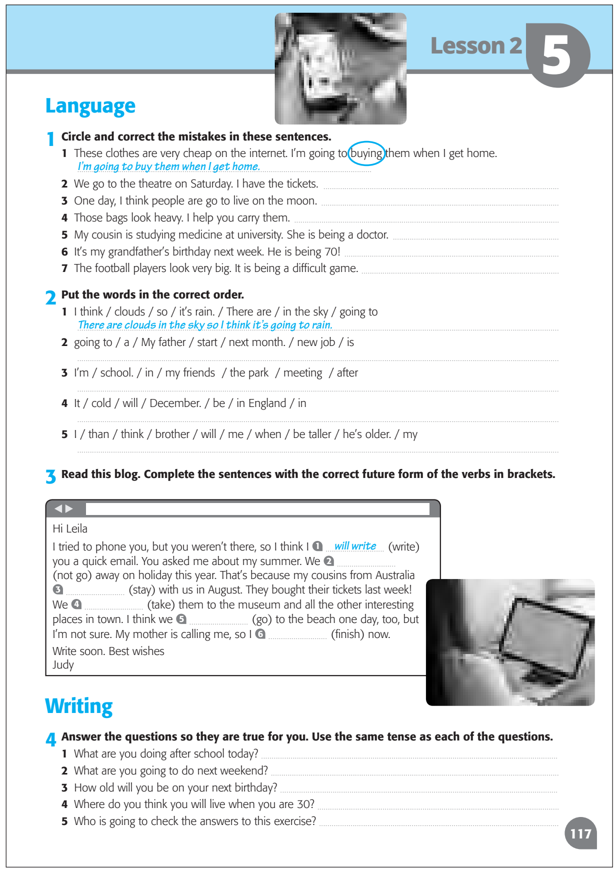
2 Then, put the students in pairs to make more predictions for the photos. Monitor and listen, making suggestions if necessary.

3 Ask different students to report back to the class.

4 Give some examples of correct and incorrect sentences students used, and ask pairs to choose which ones are correct. They should correct the other sentences. Don't embarrass students by saying who made the mistakes.

Students' own answers.

WB page 117


Lesson 2 5

Language

1 Circle and correct the mistakes in these sentences.

1 These clothes are very cheap on the internet. I'm going to buying them when I get home.
I'm going to buy them when I get home.
2 We go to the theatre on Saturday. I have the tickets.
3 One day, I think people are go to live on the moon.
4 Those bags look heavy. I help you carry them.
5 My cousin is studying medicine at university. She is being a doctor.
6 It's my grandfather's birthday next week. He is being 70!
7 The football players look very big. It is being a difficult game.

2 Put the words in the correct order.

1 I think / clouds / so / it's rain. / There are / in the sky / going to
There are clouds in the sky so I think it's going to rain.
2 going to / a / My father / start / next month. / new job / is
3 I'm / school. / in / my friends / the park / meeting / after
4 It / cold / will / December. / be / in England / in
5 I / than / think / brother / will / me / when / be taller / he's older. / my

3 Read this blog. Complete the sentences with the correct future form of the verbs in brackets.

Hi Leila
I tried to phone you, but you weren't there, so I think I 1 *will write* (write) you a quick email. You asked me about my summer. We 2 .... (not go) away on holiday this year. That's because my cousins from Australia 3 .... (stay) with us in August. They bought their tickets last week! We 4 .... (take) them to the museum and all the other interesting places in town. I think we 5 .... (go) to the beach one day, too, but I'm not sure. My mother is calling me, so I 6 .... (finish) now.
Write soon. Best wishes
Judy

Writing

4 Answer the questions so they are true for you. Use the same tense as each of the questions.

1 What are you doing after school today?
2 What are you going to do next weekend?
3 How old will you be on your next birthday?
4 Where do you think you will live when you are 30?
5 Who is going to check the answers to this exercise?

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Language

1 Circle and correct the mistakes in these sentences.

1 Allow time for the students to read the instructions and look at the example.

2 Tell students to complete the task alone. Go around and offer help where needed.

3 Put them in pairs to compare answers, then go through the exercise with the whole class.

Answers

1 I'm going to **buy** them when I get home.
2 We**'re going** to the theatre on Saturday.
3 One day, I think people **will live** on the moon.
4 Those bags look heavy. I'**ll help** you carry them.
5 My cousin is studying medicine at university. She **is going to be** a doctor.
6 It's my grandfather's birthday next week. He **will be** 70!
7 The football players look very big. It's **going to be** a difficult game.

2 Put the words in the correct order.

1 Allow time for students to read the instructions and look at the example.

2 Tell students to complete the task alone. Go around and offer help where needed. You might need to give the first word of each sentence to weaker students.

3 Put students in pairs to compare answers, then go through the exercise with the whole class.

Answers

1 There are clouds in the sky, so I think it's going to rain.
2 My father is going to start a new job next month.
3 I'm meeting my friends in the park after school.
4 It will be cold in England in December.
5 I think my brother will be taller than me when he's older.

3 Read the blog. Complete the sentences with the correct future form of the verbs in brackets.

1 Tell students to read the example sentence, then allow time for them to complete the remaining sentences, alone or in pairs. Go around and offer help where needed.

2 Go through the exercise with the whole class.

Answers

1 will write	2 are not going
3 are staying	4 are going to take
5 will go	6 will finish

Writing

4 Answer the questions so they are true for you. Use the same tense as the question.

1 Read out the questions, and invite ideas from the whole class. Draw their attention to the different future forms in each question and review the different uses. Refer students to the *Focus on Language* box in the Student Book as needed.

2 Allow time for them to complete the task; tell them to make notes first.

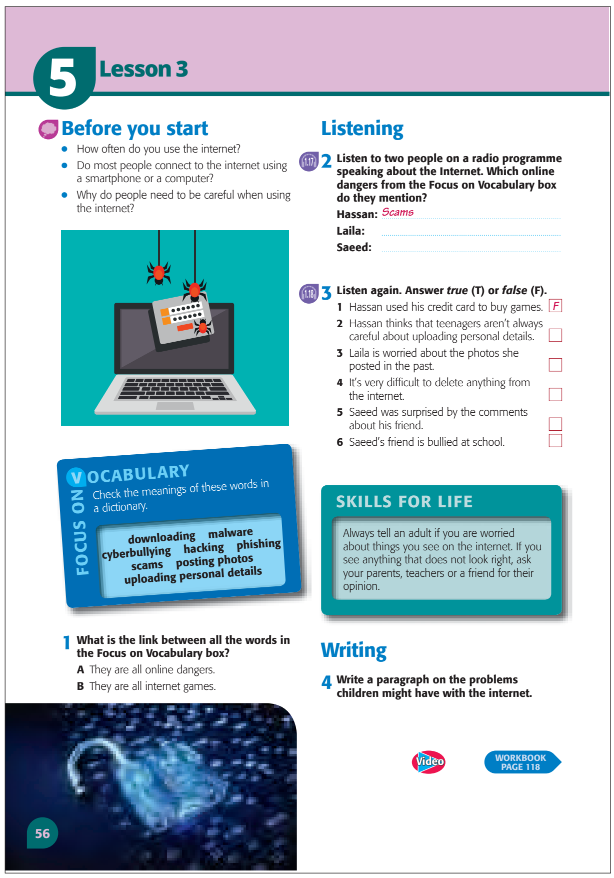
3 Go around and make suggestions if necessary. Make sure they are using *will* and *going to* appropriately.

4 Correct their mistakes; read good examples to the class.

Students' own answers.

Lesson 3

SB pages 56 WB page 118


5 Lesson 3

Before you start
- How often do you use the internet?
- Do most people connect to the internet using a smartphone or a computer?
- Why do people need to be careful when using the internet?

FOCUS ON VOCABULARY
Check the meanings of these words in a dictionary.
downloading malware cyberbullying hacking phishing scams posting photos uploading personal details

1 What is the link between all the words in the Focus on Vocabulary box?
A They are all online dangers.
B They are all internet games.

Listening

1.17 2 Listen to two people on a radio programme speaking about the Internet. Which online dangers from the Focus on Vocabulary box do they mention?
Hassan: *Scams*
Laila:
Saeed:

1.18 3 Listen again. Answer *true* (T) or *false* (F).
1 Hassan used his credit card to buy games. *F*
2 Hassan thinks that teenagers aren't always careful about uploading personal details.
3 Laila is worried about the photos she posted in the past.
4 It's very difficult to delete anything from the internet.
5 Saeed was surprised by the comments about his friend.
6 Saeed's friend is bullied at school.

SKILLS FOR LIFE
Always tell an adult if you are worried about things you see on the internet. If you see anything that does not look right, ask your parents, teachers or a friend for their opinion.

Writing

4 Write a paragraph on the problems children might have with the internet.

Video

WORKBOOK PAGE 118

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Before you start

1 Refer students to the questions and encourage them to share answers. You can lead this as a whole class discussion or have students answer the questions in pairs / small groups and report back to the class.

2 Personalise the task by encouraging students to share personal experiences of using the Internet.

3 Elicit any key vocabulary that might come up in the listening e.g. *scams*.

Students' own answers.

Vocabulary

1 What is the link between all the words in the Focus on Vocabulary box?

1 Tell students to look at the words in the *Vocabulary* box and check meaning. Ask students to use their dictionaries if necessary.

2 Answer the questions as a class. Tell students these items will be useful in the listening exercise.

Answers

A They are all online dangers.

Focus on Vocabulary

downloading when someone transfers information from the internet to their computer

malware computer programmes or software that is harmful to a computer system

cyberbullying when someone is threatened by another person using electronic communication, like e-mail

hacking using a computer to break into another computer system, such as a bank

phishing tricking someone into giving information or money over the internet or by email

scams dishonest schemes by someone to get money from another person

posting photos when someone transfers one of their photos from their phone or computer to social media

uploading personal details when someone adds their name, address and other personal details to an internet site

Listening

2 Listen to two people on a radio programme speaking about the Internet. Which online dangers from the Focus on Vocabulary box do they mention?

1 Read the rubric with students and check understanding. Students listen while you play the recording. Pause after the example answer.

2 Play the rest of the recording and ask them to check their answers in pairs, then go through the answers with the whole class. If necessary, play the recording again.

Answers

Hassan: scams
Laila: posting photos
Saeed: cyberbullying

Audioscript

1

Hassan: *Last week, I was reading about a new online game and saw an advert that said I could get this game for free. All I had to do was complete a form with my name, email address and credit card details. I don't have a credit card, but I sometimes use my dad's card to buy things. Of course, it was a scam. They just wanted the credit card details so they could steal money, but it looked just like a real advert. I think lots of kids would be so excited to get a free game they wouldn't think carefully about it.*

2

Laila: *I'm leaving school this year and I want to get a job in a bank. My teacher told me that employers often look online to see what we've posted, so I decided to google my name to see what they might find. It was scary. All the photos and the 'funny' comments I'd ever posted were there and I couldn't delete them. I didn't realise it's almost impossible to remove personal data from the internet.*

3

Saeed:	*I love reading my friend's social media posts, but some people write really horrible things about other teenagers. One of my friends posted a photo of himself on his new bike and he got lots of rude comments about how he looked and how ugly his bike is. I couldn't believe it! These kids would never, never bully my friend at school, so why do it online? I'm really careful about what I say on the internet now!*

3 Listen again. Answer true (T) or false (F).

1 Put students in pairs to read the sentences and guess the answers based on what they remember from the first listening.

2 Play the recording again and pause the audio after the first example.

3 Play the rest of the recording and ask students to complete the task alone or in pairs. Go around and check the answers are correct.

4 Ask different students to read out the answers and correct false statements.

Answers

1 F, he uses his father's card
2 T 3 T 4 T 5 T
6 F, he is not bullied at school, only online

Skills for Life

1 Ask a student to read the *Skills for Life* box.

2 Ask students if they agree with that tip. Encourage them to justify their responses.

3 Ask them who they can ask for advice in case of trouble, saying why.

Writing

4 Write a paragraph on the problems children might have with the internet.

1 Read the instruction and ask students to share their ideas in pairs or small groups.

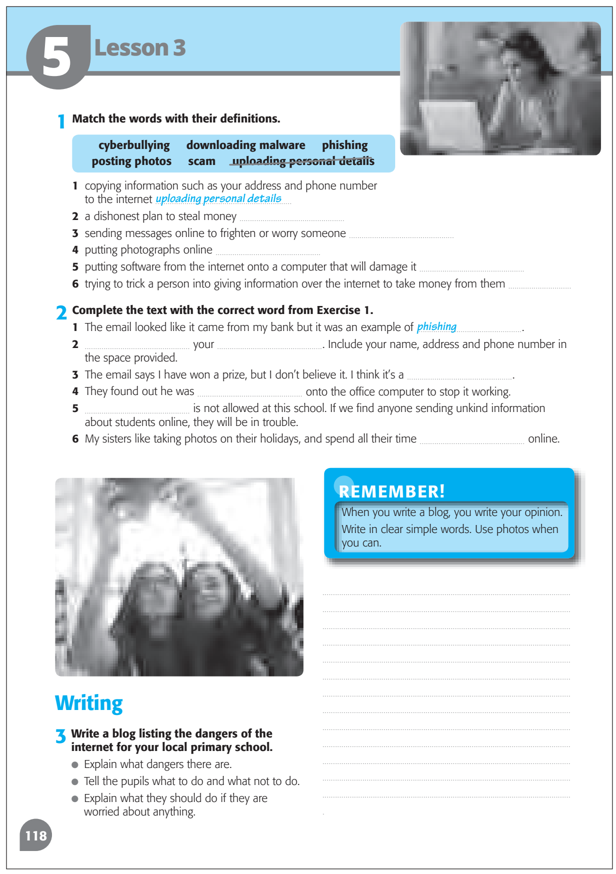
2 Give students a few minutes to write individually.

3 Let students read each other's work and see if they included the same ideas. Monitor and note down any good or incorrect language to feedback on.

4 You could take in their work to mark when students have finished.

Students' own answers.

WB page 118



5 Lesson 3

1 Match the words with their definitions.

cyberbullying downloading malware phishing posting photos scam ~~uploading personal details~~

1 copying information such as your address and phone number to the internet *uploading personal details*
2 a dishonest plan to steal money ....
3 sending messages online to frighten or worry someone ....
4 putting photographs online ....
5 putting software from the internet onto a computer that will damage it ....
6 trying to trick a person into giving information over the internet to take money from them ....

2 Complete the text with the correct word from Exercise 1.

1 The email looked like it came from my bank but it was an example of *phishing*.
2 .... your .... Include your name, address and phone number in the space provided.
3 The email says I have won a prize, but I don't believe it. I think it's a ....
4 They found out he was .... onto the office computer to stop it working.
5 .... is not allowed at this school. If we find anyone sending unkind information about students online, they will be in trouble.
6 My sisters like taking photos on their holidays, and spend all their time .... online.

REMEMBER!
When you write a blog, you write your opinion. Write in clear simple words. Use photos when you can.

Writing

3 Write a blog listing the dangers of the internet for your local primary school.
- Explain what dangers there are.
- Tell the pupils what to do and what not to do.
- Explain what they should do if they are worried about anything.

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1 Match the words with their definitions.

1 Read out the example and check that the students understand the task.

2 Tell students to continue with the exercise, alone or in pairs.

3 Invite different students to read out the answers.

Answers

1 uploading personal details	2 scam
3 cyberbullying	4 posting photos
5 downloading malware	6 phishing

2 Complete the text with the correct word from Exercise 1.

1 Ask students to complete the sentences, using words from Exercise 1.

2 Go around and offer help where necessary.

3 Check answers as a whole class.

Answers

1 phishing
2 Upload/personal details
3 scam
4 downloading malware
5 Cyberbullying
6 posting photos

Writing

3 Write a blog listing the dangers of the internet for your local primary school.

1 Remind the class of the dangers mentioned in the Listening, Exercises 2 and 3 of the Student's Book and the Skills for Life discussion. They might wish to use some of those ideas now.

2 Tell students to plan their blog first; they could discuss ideas in pairs. Go around and offer suggestions where necessary. Encourage them to use the bullets as a checklist for their blog. Read the *Remember!* box with the class.

3 Allow time for students to write their leaflet. Go around and check their work.

4 Space permitting, display the blogs on the wall or have students exchange their work. Choose two or three students to read their work out to the class. Does anyone have any different idea?

Students' own answers.

Video

1 Ask students to watch the video on the Egyptian Knowledge Bank.

2 You could ask them questions to check understanding in the next lesson, for example:

What can you do to help you remember what the bully has done?

How can you help a person who is being bullied?

What can you do with your friends to help stop the bully?

Video script

Sometimes teenagers experience bullying because they look different, have different abilities or different opinions and experiences.

If you think someone is being bullied, what should you do?

Parents and teachers are there to give advice when bullying happens. If you know someone is being bullied, you should tell the teacher. You can also offer to help the person tell their parents.

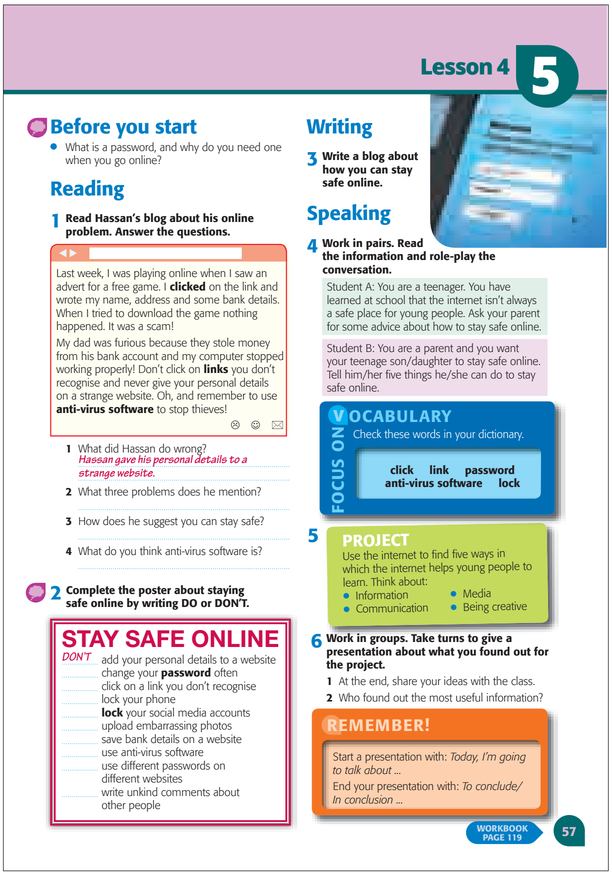
You can keep a note of any bullying you see so that you have plenty of information to tell your teacher. The teacher can then talk to the bully about everything they have done.

Be kind to the person who is being bullied. Make sure that they know you support them and do not like the bully's behaviour. Spend time talking and socialising with them to help them build new friendships. Invite them to join your friends.

Agree with your friends that you will make it clear to the bully that you do not like their behaviour.

Lesson 4

SB pages 57 WB page 119


Lesson 4 5

Before you start

- What is a password, and why do you need one when you go online?

Reading

1 Read Hassan's blog about his online problem. Answer the questions.

Last week, I was playing online when I saw an advert for a free game. I **clicked** on the link and wrote my name, address and some bank details. When I tried to download the game nothing happened. It was a scam!

My dad was furious because they stole money from his bank account and my computer stopped working properly! Don't click on **links** you don't recognise and never give your personal details on a strange website. Oh, and remember to use **anti-virus software** to stop thieves!

1 What did Hassan do wrong?
Hassan gave his personal details to a strange website.
2 What three problems does he mention?
3 How does he suggest you can stay safe?
4 What do you think anti-virus software is?

2 Complete the poster about staying safe online by writing DO or DON'T.

STAY SAFE ONLINE
DON'T add your personal details to a website
change your **password** often
click on a link you don't recognise
lock your phone
lock your social media accounts
upload embarrassing photos
save bank details on a website
use anti-virus software
use different passwords on different websites
write unkind comments about other people

Writing

3 Write a blog about how you can stay safe online.

Speaking

4 Work in pairs. Read the information and role-play the conversation.

Student A: You are a teenager. You have learned at school that the internet isn't always a safe place for young people. Ask your parent for some advice about how to stay safe online.

Student B: You are a parent and you want your teenage son/daughter to stay safe online. Tell him/her five things he/she can do to stay safe online.

FOCUS ON VOCABULARY
Check these words in your dictionary.
click link password anti-virus software lock

5 PROJECT
Use the internet to find five ways in which the internet helps young people to learn. Think about:
- Information
- Communication
- Media
- Being creative

6 Work in groups. Take turns to give a presentation about what you found out for the project.
1 At the end, share your ideas with the class.
2 Who found out the most useful information?

REMEMBER!
Start a presentation with: *Today, I'm going to talk about ...*
End your presentation with: *To conclude/ In conclusion ...*

WORKBOOK PAGE 119
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Before you start

1 Refer students to the question and brainstorm a few ideas. Remind them of the problems they saw in the previous lessons to prompt possible solutions / ways of staying safe. They can also refer to the photo.

2 Write students' ideas on the board.

Answers

A password is a special word or series of letters that only you know. You use the password to use a computer, or to access certain websites on the computer. You need one to keep personal information private, such as your bank details.

Reading

1 Read Hassan's blog about his online problem. Answer the questions.

1 Read the rubric with students and ask them to read the blog quickly to find out what Hassan's problem is. Ask them to retell the key points.

2 Go through the questions with students and clarify any new words. Then, have students read more intensively and answer the questions in pairs.

3 Monitor and offer help where needed.

4 Nominate students for answers.

Answers

1 Hassan gave his personal details to a strange website.
2 He couldn't download the game, people stole money from his dad, Hassan's computer stopped working properly.
3 Don't click on links you don't recognise, don't give your personal details, and download anti-virus software.
4 It is a computer program that stops computers being hacked or damaged by a computer virus.

2 Complete the poster about staying safe online by writing DO or DON'T.

1 Read the rubric with students and make sure they understand the task. Demonstrate by writing DO and DON'T on the board and brainstorming a few ideas.

2 Look at the example sentence and ask students if they agree and why. Then ask students to complete the rest of the sentences in pairs.

3 Monitor and offer help where needed.

4 Nominate students for answers and ask them why these rules can keep you safe.

Answers

DON'T add your personal details to a website
DO change your password often
DON'T click on a link you don't recognise
DO lock your phone
DO lock your social media accounts
DON'T upload embarrassing photos
DON'T save bank details on a website
DO use anti-virus software
DO use different passwords on different Internet sites
DON'T write unkind comments about other people

Writing

3 Write a blog about how you stay safe online.

1 Ask students to look back at the reading briefly to get an idea of the format of a blog. Note that Hassan wrote a blog to talk about his Internet use.

2 Ask students to write a blog about things they have done on the Internet and how they stayed safe online. Monitor and note down any good or incorrect language for feedback.

3 Let students compare work and see if they do the same things to stay safe.

4 Give feedback on the ideas and language in the writing.

Students' own answers.

Speaking

4 Work in pairs. Read the information for your role and role-play the conversation.

1 Read the rubric with students and assign roles. Make sure they understand what their role is and allow them some time to make notes before acting out the dialogue.

2 Encourage them to use natural language to make the conversation seem more real.

3 Have students role-play the conversations in pairs. Monitor and offer help where needed.

4 Ask volunteers to perform for the rest of the class. Ask the rest of the class if their 'parent's' ideas were the same.

Focus on Vocabulary

1 Tell students to look at the words in the Vocabulary box and check meanings. Ask students to use their dictionaries if necessary.

2 Tell students these words will be useful in the project.

Definitions

click: To press a button on a computer mouse to choose something from the screen that you want the computer to do

link: a part of a website that you can click to go to another webpage or website

password: A secret word which you use to go into a website

anti-virus software: a programme that protects your computer from being damaged by a virus

lock: To make something safe by preventing someone entering, perhaps by using a password

Project

5 Use the Internet to find five ways in which the Internet helps young people to learn.

1 Read the rubric with students and look at the bullet points. Brainstorm a few ideas and write these on the board

2 Divide students into small groups. Students can organise their own group or you can assign a bullet point to each student within a group.

3 Go around and offer help and support as they are working.

6 Work in groups. Take turns to give a presentation about what you found out for the project.

1 Read the rubric and give students time to prepare a brief presentation about their findings.

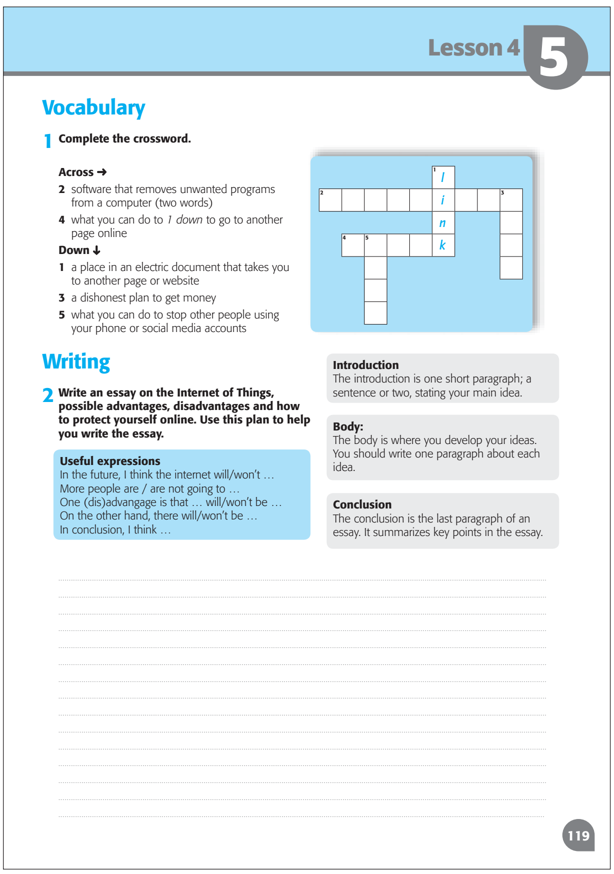
2 Go over the *Remember!* box and remind them to use these expressions.

3 Each group can nominate a person to give their presentation to the class.

4 When they have finished, encourage constructive criticism. Who gave the best talk and why?

5 You can also have a class vote on the most useful information.

WB page 119


Lesson 4 5

Vocabulary

1 Complete the crossword.

Across →
2 software that removes unwanted programs from a computer (two words)
4 what you can do to *1 down* to go to another page online

Down ↓
1 a place in an electric document that takes you to another page or website
3 a dishonest plan to get money
5 what you can do to stop other people using your phone or social media accounts

Writing

2 Write an essay on the Internet of Things, possible advantages, disadvantages and how to protect yourself online. Use this plan to help you write the essay.

Useful expressions
In the future, I think the internet will/won't …
More people are / are not going to …
One (dis)advangage is that … will/won't be …
On the other hand, there will/won't be …
In conclusion, I think …

Introduction
The introduction is one short paragraph; a sentence or two, stating your main idea.

Body:
The body is where you develop your ideas. You should write one paragraph about each idea.

Conclusion
The conclusion is the last paragraph of an essay. It summarizes key points in the essay.

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Vocabulary

1 Complete the crossword.

1 Refer students to the examples and make sure they understand that the definitions are for words that go across and down.

2 Allow students to complete the task in pairs. This can also be a team competition to see who finishes first.

3 Check their answers as a class.

Answers

Cross
2 anti virus
4 click

Down
1 link
3 scam
5 lock

Writing

2 Write an essay on the Internet of Things, possible advantages, disadvantages and how to protect yourself online. Use this plan to help you write the essay.

1 Ask students what they can tell you about the Internet of Things and write their ideas on the board.

2 Remind the class of their discussion about the dangers of using the Internet and how the Internet can help young people to learn. They might wish to use some of those ideas now.

3 Tell students to plan their paragraphs first. Go over the notes on the right; they could discuss ideas in pairs. Go around and offer suggestions where necessary. They can also use some of the useful expression if they wish.

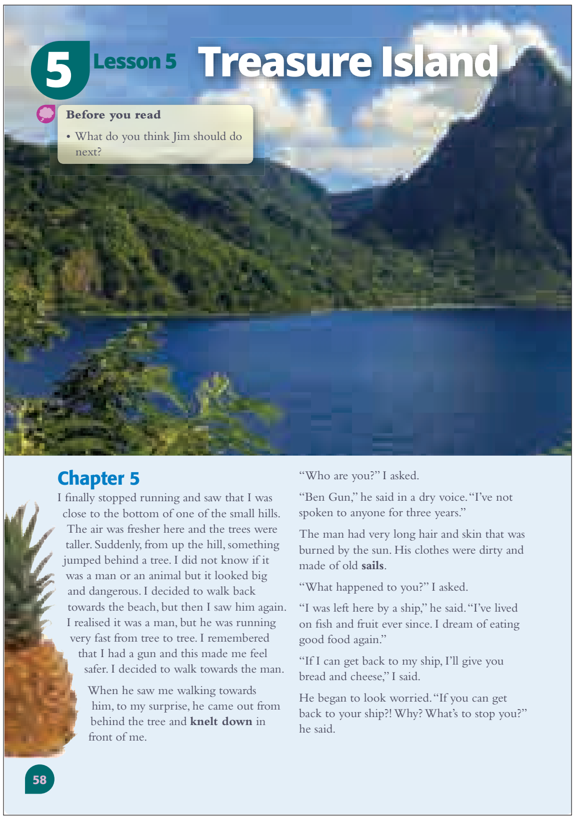
4 Allow time for students to write their paragraphs. Go around and check their work.

5 Choose two or three students to read their work out to the class, or you could take it in to mark.

Students' own answers.

Lesson 5

SB pages 58–60



5 Lesson 5 Treasure Island

Before you read

- What do you think Jim should do next?

Chapter 5

I finally stopped running and saw that I was close to the bottom of one of the small hills. The air was fresher here and the trees were taller. Suddenly, from up the hill, something jumped behind a tree. I did not know if it was a man or an animal but it looked big and dangerous. I decided to walk back towards the beach, but then I saw him again. I realised it was a man, but he was running very fast from tree to tree. I remembered that I had a gun and this made me feel safer. I decided to walk towards the man.

When he saw me walking towards him, to my surprise, he came out from behind the tree and **knelt down** in front of me.

"Who are you?" I asked.

"Ben Gun," he said in a dry voice. "I've not spoken to anyone for three years."

The man had very long hair and skin that was burned by the sun. His clothes were dirty and made of old **sails**.

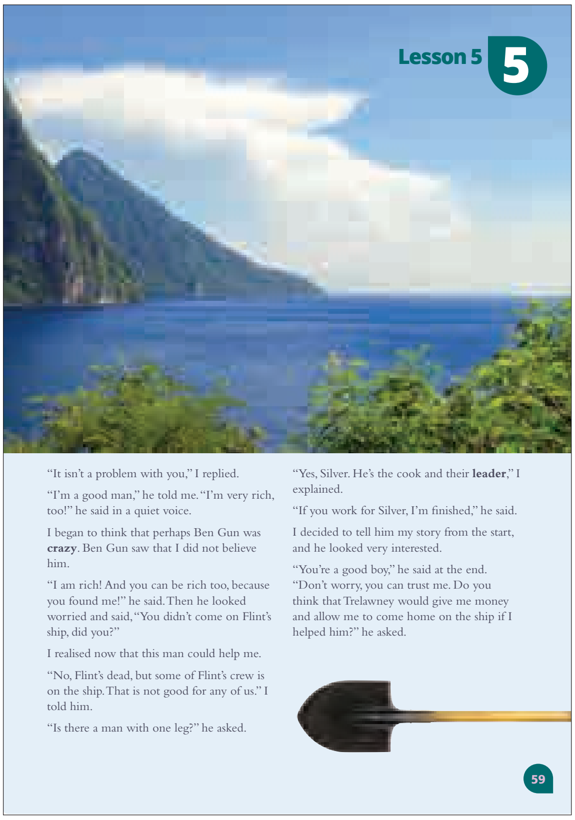
"What happened to you?" I asked.

"I was left here by a ship," he said. "I've lived on fish and fruit ever since. I dream of eating good food again."

"If I can get back to my ship, I'll give you bread and cheese," I said.

He began to look worried. "If you can get back to your ship?! Why? What's to stop you?" he said.

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Lesson 5 5

"It isn't a problem with you," I replied.

"I'm a good man," he told me. "I'm very rich, too!" he said in a quiet voice.

I began to think that perhaps Ben Gun was **crazy**. Ben Gun saw that I did not believe him.

"I am rich! And you can be rich too, because you found me!" he said. Then he looked worried and said, "You didn't come on Flint's ship, did you?"

I realised now that this man could help me.

"No, Flint's dead, but some of Flint's crew is on the ship. That is not good for any of us." I told him.

"Is there a man with one leg?" he asked.

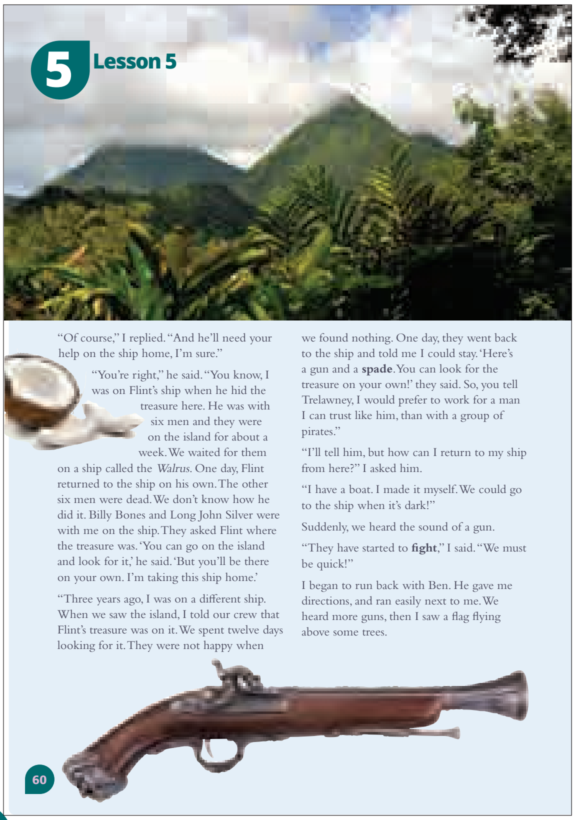
"Yes, Silver. He's the cook and their **leader**," I explained.

"If you work for Silver, I'm finished," he said.

I decided to tell him my story from the start, and he looked very interested.

"You're a good boy," he said at the end. "Don't worry, you can trust me. Do you think that Trelawney would give me money and allow me to come home on the ship if I helped him?" he asked.

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5 Lesson 5

"Of course," I replied. "And he'll need your help on the ship home, I'm sure."

"You're right," he said. "You know, I was on Flint's ship when he hid the treasure here. He was with six men and they were on the island for about a week. We waited for them on a ship called the *Walrus*. One day, Flint returned to the ship on his own. The other six men were dead. We don't know how he did it. Billy Bones and Long John Silver were with me on the ship. They asked Flint where the treasure was. 'You can go on the island and look for it,' he said. 'But you'll be there on your own. I'm taking this ship home.'

"Three years ago, I was on a different ship. When we saw the island, I told our crew that Flint's treasure was on it. We spent twelve days looking for it. They were not happy when we found nothing. One day, they went back to the ship and told me I could stay. 'Here's a gun and a **spade**. You can look for the treasure on your own!' they said. So, you tell Trelawney, I would prefer to work for a man I can trust like him, than with a group of pirates."

"I'll tell him, but how can I return to my ship from here?" I asked him.

"I have a boat. I made it myself. We could go to the ship when it's dark!"

Suddenly, we heard the sound of a gun.

"They have started to **fight**," I said. "We must be quick!"

I began to run back with Ben. He gave me directions, and ran easily next to me. We heard more guns, then I saw a flag flying above some trees.

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Before you start

1 Put students in small groups to brainstorm what they remember about Chapter 4.

2 Encourage students to give the main events they remember.

Before you read

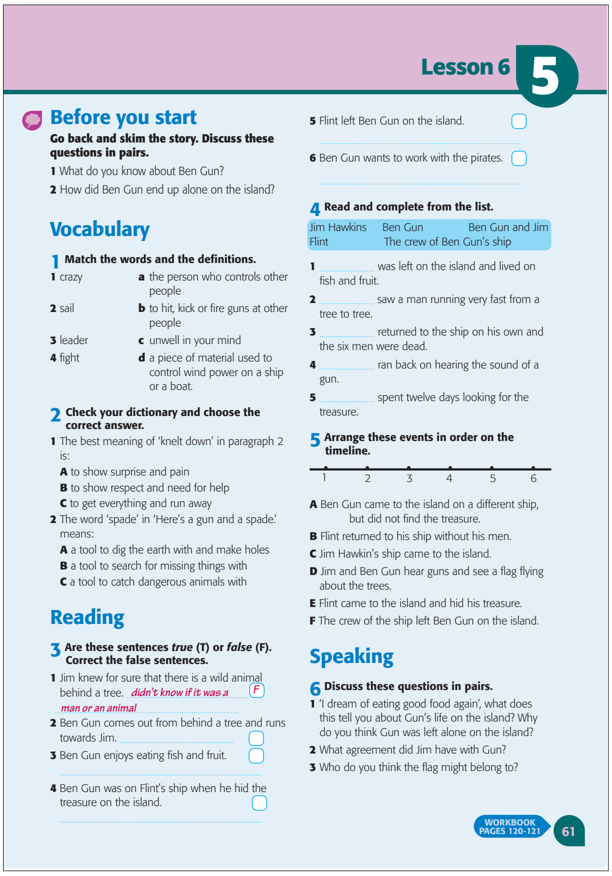
1 Hold a class feedback session to make sure the whole class remembers Chapter 4 and then elicit answers to the question.

2 Put students in groups of 3 to read through the story. One student reads the part of Ben Gun, one reads Jim's speech and the other reads Jim's narrative.

3 When students finish reading, check understanding of the words in bold. Encourage students to try to understand the words from the context before looking them up in their dictionaries as necessary.

Lesson 6

SB pages 61 WB page 120–121


Lesson 6 5

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What do you know about Ben Gun?
2 How did Ben Gun end up alone on the island?

Vocabulary

1 Match the words and the definitions.

1 crazy — a the person who controls other people
2 sail — b to hit, kick or fire guns at other people
3 leader — c unwell in your mind
4 fight — d a piece of material used to control wind power on a ship or a boat.

2 Check your dictionary and choose the correct answer.

1 The best meaning of 'knelt down' in paragraph 2 is:
A to show surprise and pain
B to show respect and need for help
C to get everything and run away

2 The word 'spade' in 'Here's a gun and a spade.' means:
A a tool to dig the earth with and make holes
B a tool to search for missing things with
C a tool to catch dangerous animals with

Reading

3 Are these sentences *true* (T) or *false* (F). Correct the false sentences.

1 Jim knew for sure that there is a wild animal behind a tree. *didn't know if it was a man or an animal* F
2 Ben Gun comes out from behind a tree and runs towards Jim.
3 Ben Gun enjoys eating fish and fruit.
4 Ben Gun was on Flint's ship when he hid the treasure on the island.
5 Flint left Ben Gun on the island.
6 Ben Gun wants to work with the pirates.

4 Read and complete from the list.

Jim Hawkins, Ben Gun, Ben Gun and Jim, Flint, The crew of Ben Gun's ship

1 .... was left on the island and lived on fish and fruit.
2 .... saw a man running very fast from a tree to tree.
3 .... returned to the ship on his own and the six men were dead.
4 .... ran back on hearing the sound of a gun.
5 .... spent twelve days looking for the treasure.

5 Arrange these events in order on the timeline.

1 2 3 4 5 6

A Ben Gun came to the island on a different ship, but did not find the treasure.
B Flint returned to his ship without his men.
C Jim Hawkin's ship came to the island.
D Jim and Ben Gun hear guns and see a flag flying about the trees.
E Flint came to the island and hid his treasure.
F The crew of the ship left Ben Gun on the island.

Speaking

6 Discuss these questions in pairs.

1 'I dream of eating good food again', what does this tell you about Gun's life on the island? Why do you think Gun was left alone on the island?
2 What agreement did Jim have with Gun?
3 Who do you think the flag might belong to?

WORKBOOK PAGES 120-121 61

Before you start

1 Go back and skim the story. Discuss the questions in pairs. Read the questions with the class, checking understanding.

2 Ask students to reread the chapter if necessary and discuss their answers in pairs.

Answers

1 Ben Gun is a man who Jim finds living on the island. He has dirty clothes and long hair. He has not spoken to anyone for three years and Jim is worried that he is crazy. He used to be a pirate, but he is scared of Captain Flint and Silver.

2 Ben Gun was on Captain Flint's ship when he left the treasure on the island. Then, three years ago, he was on a different ship near the island. He told the crew that Flint's treasure was there, but they could not find it. They left him on the island.

Vocabulary

1 Match the words and the definitions.

1 Students match the words to their definitions before checking answers together.

Answers

1 c 2 d 3 a 4 b

2 Check your dictionary and choose the correct answer.

1 Encourage students to find the expressions in the text and then use their dictionaries to help them.

2 Check answers as a class.

Answers

1 b 2 a

Reading

3 Are these sentences true (T) or false (F). Correct the false sentences.

1 Go through the example with the class, checking understanding.

2 Students work through the other questions individually before checking answers as a class.

Answers

1 F Jim didn't know if it was a man or an animal.
2 F He kneels down in front of Jim.
3 F He dreams of eating good food again.
4 T
5 F He didn't leave Ben Gun on the island.
6 F He doesn't trust pirates.

4 Read and complete from the list.

1 Students work in pairs to complete the sentences using the words in the list.

2 Check answers as a class.

Answers

1 Ben Gun
2 Jim Hawkins
3 Flint
4 Ben Gun and Jim
5 The crew of Ben Gun's ship

5 Arrange these events in order on the timeline.

1 Explain the diagram is a timeline and point out that sentence E is the first event to happen in the story.

2 Students work in pairs to order the other events.

3 Check answers as a class.

Answers

1 E	2 B	3 A	4 F
5 C	6 D		

Speaking

6 Discuss the questions in pairs.

1 Read through the questions with the class helping with vocabulary.

2 Put students into small groups to discuss the questions and monitor them as they talk, offering support as necessary.

3 Feedback as a class by asking each group for their suggestions.

Answers

1 Ben Gun dreams of good food because he does not have enough food on the island. He tells Jim that he only eats fish and fruit.
I think Gun was left alone on the island because the men he was with were angry. They could not find Flint's treasure on the island, so they thought that Ben Gun was lying to them.

2 Jim made an agreement with Ben Gun. Ben Gun would help Jim to get back to the ship, using Ben's boat. Jim would give him bread and cheese, and ask Mr Trelawney to help him get home.

3 I think the flag might belong to the pirates because there are a lot of them on the island and Jim can hear guns.

WB page 120



5 Story

Treasure Island

Chapter 5

1 Complete the sentences with these words.

crazy fight ~~kneel down~~ leader spade

1 I had to *kneel down* to pick up my pen from the floor.
2 Is it true that you can become .... if you drink sea water?
3 In ancient Egypt, the Pharaoh was the .... of the country.
4 Ali and his brother never .... They have always been good friends.
5 We used a .... to make a hole, then we planted a tree.

2 Read Chapter 5 quickly. Who has or had the following?

1 a gun ....
2 a small boat ....
3 a spade ....
4 a flag ....
5 a ship called the *Walrus* ....

3 Complete the sentences from the story with these words.

began decided ~~finally~~ heard realised remembered told

1 I *finally* stopped running and saw that I was close to the bottom of one of the small hills.
2 I .... to walk back towards the beach.
3 I .... it was a man.
4 I .... that I had a gun.
5 I .... to think that perhaps Ben Gun was crazy.
6 I .... our crew that Flint's treasure was on the island.
7 I .... the sound of a gun.

4 Match the items in column A with those in column B.

A	B
1 [d] Ben Gun knelt	a his story from the start.
2 [ ] Ben dreamt	b about the treasure on the island.
3 [ ] Jim told Ben	c good directions across the island.
4 [ ] Ben told a ship's crew	d down in front of Jim.
5 [ ] Ben gave Jim	e of eating good food again.

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1 Complete the sentences with these words.

1 Remind students that these words were all in chapter 5 and they can check meanings by reading the words in the text if

necessary.

2 Let students complete the sentences before checking their answers with a partner.

3 Check answers as a class.

Answers

1 kneel down — 2 crazy
3 leader — 4 fight
5 spade

2 Read Chapter 5 quickly. Who has or had the following?

1 Put students in pairs and ask them if they remember any of the answers.

2 Allow them time to reread the chapter to check their answers or find the information.

3 Feedback as a class.

Answers

1 Jim — 2 Ben Gun
3 Ben Gun — 4 Long John Silver
5 Flint

3 Complete the sentences from the story with these words.

1 Ask students to work with a partner to complete the sentences and then check their answers by looking back at the chapter.

2 Check answers as a class.

Answers

1 finally — 2 decided
3 realised — 4 remembered
5 began — 6 told
7 heard

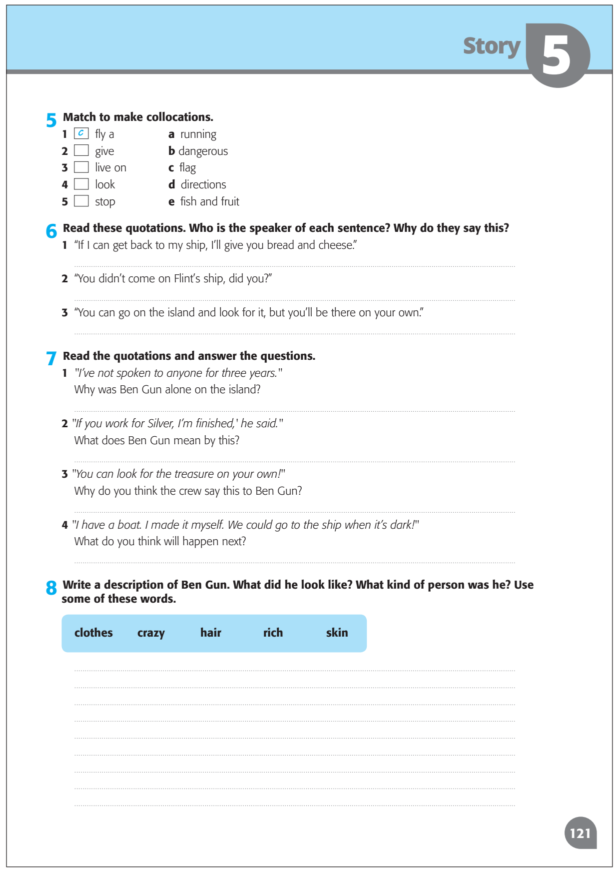
4 Match the items in column A with those in column B.

1 Go through the example with the class and then ask students to match the other sentences before checking answers.

Answers

1 d — 2 e — 3 a — 4 b — 5 c

WB page 121



Story 5

5 Match to make collocations.

1 [c] fly a — a running
2 [ ] give — b dangerous
3 [ ] live on — c flag
4 [ ] look — d directions
5 [ ] stop — e fish and fruit

6 Read these quotations. Who is the speaker of each sentence? Why do they say this?

1 "If I can get back to my ship, I'll give you bread and cheese."

2 "You didn't come on Flint's ship, did you?"

3 "You can go on the island and look for it, but you'll be there on your own."

7 Read the quotations and answer the questions.

1 *"I've not spoken to anyone for three years."*
Why was Ben Gun alone on the island?

2 *"If you work for Silver, I'm finished,' he said."*
What does Ben Gun mean by this?

3 *"You can look for the treasure on your own!"*
Why do you think the crew say this to Ben Gun?

4 *"I have a boat. I made it myself. We could go to the ship when it's dark!"*
What do you think will happen next?

8 Write a description of Ben Gun. What did he look like? What kind of person was he? Use some of these words.

clothes — crazy — hair — rich — skin

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5 Match to make collocations

1 Ask students to match the words to make collocations.

2 Check answers as a class.

3 If you have time, ask them to make a sentence using each collocation.

Answers

1 c — 2 d — 3 e — 4 b
5 a

6 Read these quotations. Who is the speaker of each sentence? When do they say this?

1 Point out that the quotations come from

the chapter. If students don't remember, encourage them to look back at the text to find the answers.

2 Check answers as a class.

Answers

1 Jim Hawkins. Ben Gun is hungry.
2 Ben Gun. He is worried about seeing Flint again.
3 Flint. He wanted to go home.

7 Read the quotations and answer the questions.

1 Put students in pairs to answer the questions.

2 Feedback as a class asking different pairs for their answers.

Answers

1 Because his crew left him on the island.
2 He means that Silver could kill him.
3 They didn't think he would find the treasure and wanted to leave.
4 Students' own answers

8 Write a description of Ben Gun. What did he look like? What kind of person was he? Use some of these words.

1 Brainstorm some suggestions from the class to answer the questions, encouraging students to think about the ideas in the box.

2 Students can use the suggestions to write a short text describing Ben Gun.

3 Ask some students to read out their descriptions to the class.

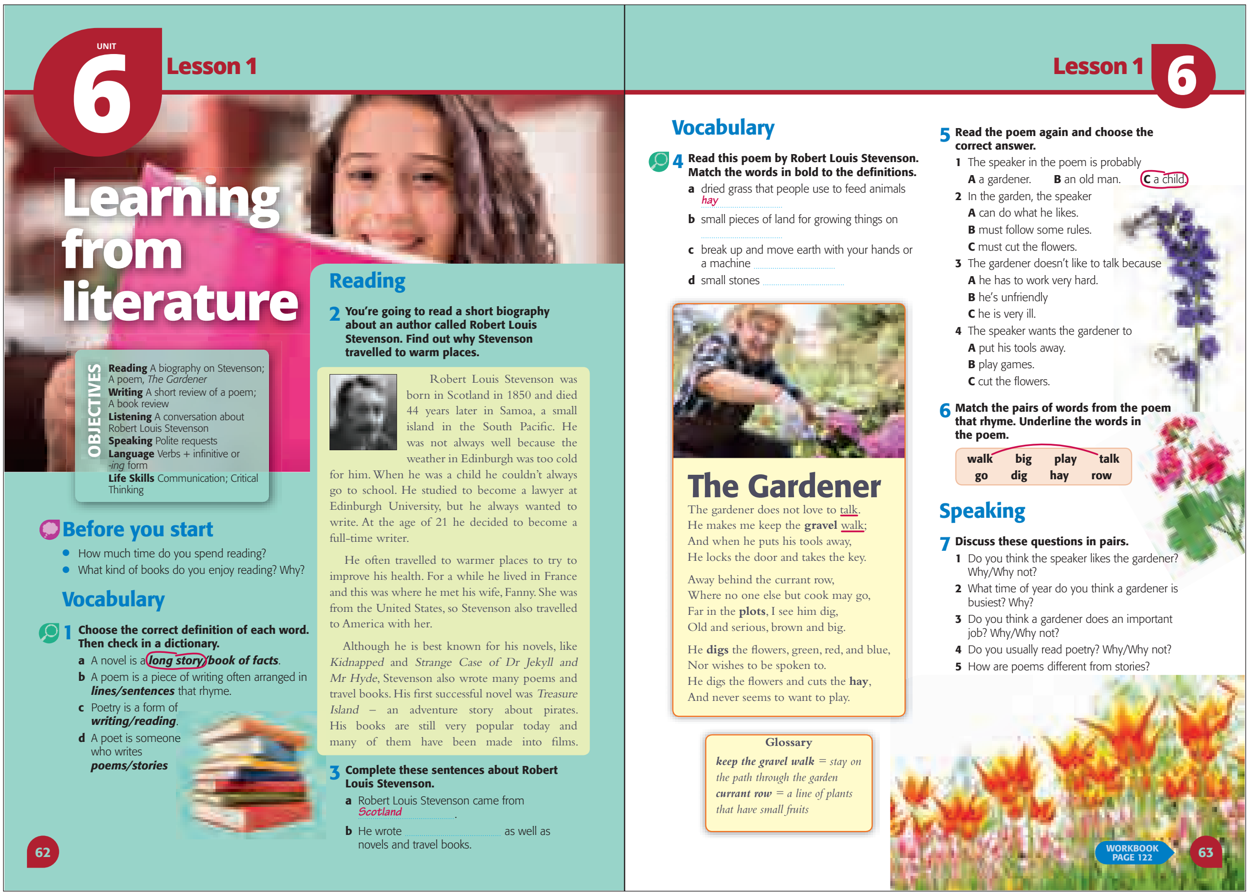
Students' own answers.

UNIT 6

Learning from literature

Lesson 1

SB pages 62–63 WB page 122


UNIT 6 Lesson 1

Learning from literature

OBJECTIVES
Reading A biography on Stevenson; A poem, *The Gardener*
Writing A short review of a poem; A book review
Listening A conversation about Robert Louis Stevenson
Speaking Polite requests
Language Verbs + infinitive or -*ing* form
Life Skills Communication; Critical Thinking

Before you start
- How much time do you spend reading?
- What kind of books do you enjoy reading? Why?

Vocabulary

1 Choose the correct definition of each word. Then check in a dictionary.
a A novel is a ***long story/book of facts***.
b A poem is a piece of writing often arranged in ***lines/sentences*** that rhyme.
c Poetry is a form of ***writing/reading***.
d A poet is someone who writes ***poems/stories***

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Reading

2 You're going to read a short biography about an author called Robert Louis Stevenson. Find out why Stevenson travelled to warm places.

Robert Louis Stevenson was born in Scotland in 1850 and died 44 years later in Samoa, a small island in the South Pacific. He was not always well because the weather in Edinburgh was too cold for him. When he was a child he couldn't always go to school. He studied to become a lawyer at Edinburgh University, but he always wanted to write. At the age of 21 he decided to become a full-time writer.

He often travelled to warmer places to try to improve his health. For a while he lived in France and this was where he met his wife, Fanny. She was from the United States, so Stevenson also travelled to America with her.

Although he is best known for his novels, like *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*, Stevenson also wrote many poems and travel books. His first successful novel was *Treasure Island* – an adventure story about pirates. His books are still very popular today and many of them have been made into films.

3 Complete these sentences about Robert Louis Stevenson.
a Robert Louis Stevenson came from Scotland.
b He wrote .... as well as novels and travel books.

Lesson 1 6

Vocabulary

4 Read this poem by Robert Louis Stevenson. Match the words in bold to the definitions.
a dried grass that people use to feed animals hay
b small pieces of land for growing things on ....
c break up and move earth with your hands or a machine ....
d small stones ....

The Gardener

The gardener does not love to talk.
He makes me keep the **gravel** walk;
And when he puts his tools away,
He locks the door and takes the key.

Away behind the currant row,
Where no one else but cook may go,
Far in the **plots**, I see him dig,
Old and serious, brown and big.

He **digs** the flowers, green, red, and blue,
Nor wishes to be spoken to.
He digs the flowers and cuts the **hay**,
And never seems to want to play.

Glossary
keep the gravel walk *= stay on the path through the garden*
currant row *= a line of plants that have small fruits*

5 Read the poem again and choose the correct answer.
1 The speaker in the poem is probably
A a gardener. B an old man. C a child.
2 In the garden, the speaker
A can do what he likes.
B must follow some rules.
C must cut the flowers.
3 The gardener doesn't like to talk because
A he has to work very hard.
B he's unfriendly
C he is very ill.
4 The speaker wants the gardener to
A put his tools away.
B play games.
C cut the flowers.

6 Match the pairs of words from the poem that rhyme. Underline the words in the poem.

walk	big	play	talk
go	dig	hay	row

Speaking

7 Discuss these questions in pairs.
1 Do you think the speaker likes the gardener? Why/Why not?
2 What time of year do you think a gardener is busiest? Why?
3 Do you think a gardener does an important job? Why/Why not?
4 Do you usually read poetry? Why/Why not?
5 How are poems different from stories?

WORKBOOK PAGE 122

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OBJECTIVES

Reading: A biography of Stevenson; A poem, 'The Gardener' by Robert Louis Stevenson

Writing: A short review of a poem; A book review

Listening: A conversation about Robert Louis Stevenson

Speaking: Polite requests

Language: Verb + infinitive or *-ing* form

Life skills: Communication; Critical Thinking

Before you start

1 Show pictures of or bring in different books. One could be a recent book, another could be a classic e.g. a play by Shakespeare.

2 Ask students if they have read these books and, if not, which they would like to read and why.

3 Have a brief discussion on the importance of reading and whether today's world of technology is making reading a thing of the past.

4 Allow time for students to discuss the questions in pairs / small groups. Go around and offer prompts where needed.

5 Do a class survey to find out how much time each student spends reading on average and which books are the most popular.

Students' own answers.

Vocabulary

1 Choose the correct definitions of each word. Then check in a dictionary.

1 Read out the example and check that students understand the task.

2 Tell students to continue with the exercise, alone or in pairs.

3 Invite different students to read out the answers.

Answers

a long story	b lines
c writing	d poems

Reading

2 You're going to read a short biography about an author called Robert Louis Stevenson. Find out why Stevenson travelled to warm places.

1 Refer student to the picture and ask them when they think Stevenson lived.

2 Read the rubric with students and ask them to read the text quickly to answer the question.

Answers

He travelled to warm places because he was often ill. Edinburgh was too cold for him and he wanted to improve his health.

3 Complete these sentences about Robert Louis Stevenson.

1 Ask students to read the first incomplete sentence and say if they can locate the end of the sentence in the text.

2 Tell students to read the text again in order to scan for the sentence completions.

3 Go around and offer help if necessary.

4 Check answers with the whole class.

Answers

b poems/poetry

Vocabulary

4 Read this poem by Robert Louis Stevenson. Match the words in bold to the definitions.

1 Look at the words in bold and ask students if they know any of these words.

2 Focus on the example and ask students to complete the rest of the exercise using a dictionary as needed. Encourage them to work out the meaning from context.

3 Nominate students for answers.

4 Check answers and praise good work.

Answers

a hay	b plots	c dig	d gravel

5 Read the poem again and choose the correct answer.

1 Look at the example as a class and ask students to tell you why this is the correct answer.

2 Allow students to complete the task in pairs. Refer them to the glossary to help them with some of the words if necessary.

3 Nominate students for answers and ask them to justify their answers.

Answers

1 C	2 B	3 A	4 B

6 Match the pairs of words from the poem that rhyme. Underline the words in the poem.

1 Look at the first pair of matching words and model the correct pronunciation. Highlight the silent *'l'* by writing the rhyming words on the board and crossing out the silent letter.

2 Ask students to say the words out loud in order to find the rhyming words. They can then underline them. Remind students that two words do not necessarily have to look the same in order to match (e.g. row and go). Monitor and support as needed.

3 Nominate students for answers. Ask students if they can think of any other rhyming words.

Answers

1 walk/talk	2 dig/big/dig
3 play/hay	4 go/row

Speaking

7 Discuss these questions in pairs.

1 Allow students some time to answer the questions in pairs. They can make notes if they wish.

2 Invite students to share their ideas with other pairs and then other groups. Do they have the same opinion?

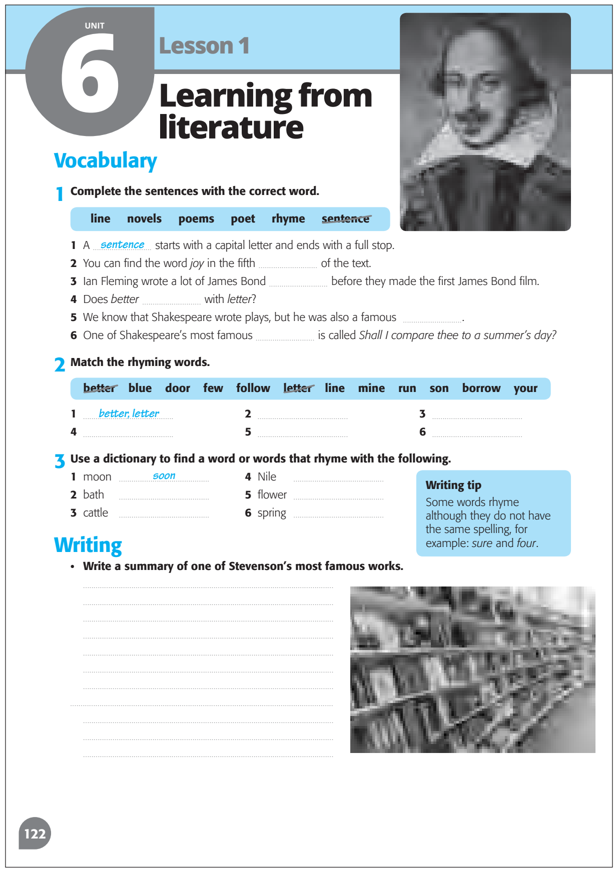
Suggested answers

1 No, I don't think he likes the gardener because he makes him follow rules and never wants to play. He never talks and is old and serious.

2-4 Students' own answers

5 Poems are much shorter than stories. They usually rhyme and have musical patterns, or rhythm. They do not have a plot like stories. They may or may not have characters like stories do.

WB page 122



UNIT 6

Lesson 1

Learning from literature

Vocabulary

1 Complete the sentences with the correct word.

line novels poems poet rhyme ~~sentence~~

1 A *sentence* starts with a capital letter and ends with a full stop.
2 You can find the word *joy* in the fifth .... of the text.
3 Ian Fleming wrote a lot of James Bond .... before they made the first James Bond film.
4 Does *better* .... with *letter*?
5 We know that Shakespeare wrote plays, but he was also a famous ....
6 One of Shakespeare's most famous .... is called *Shall I compare thee to a summer's day?*

2 Match the rhyming words.

~~better~~ blue door few follow ~~letter~~ line mine run son borrow your

1 *better, letter* 2 .... 3 ....
4 .... 5 .... 6 ....

3 Use a dictionary to find a word or words that rhyme with the following.

1 moon *soon* 4 Nile ....
2 bath .... 5 flower ....
3 cattle .... 6 spring ....

Writing tip
Some words rhyme although they do not have the same spelling, for example: *sure* and *four*.

Writing

• **Write a summary of one of Stevenson's most famous works.**

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Vocabulary

1 Complete the sentences with the correct word.

1 Tell students to read the example, then allow time for them to complete the task alone or in pairs.

2 Check answers as a whole class.

Answers

1 sentence	2 line	3 novels
4 rhyme	5 poet	6 poems

2 Match the rhyming words.

1 Say each word and ask students to repeat after you.

2 Point out any silent letters and remind them that some words may rhyme even if the spelling is different (e.g. few and blue).

3 Students complete the task in pairs.

4 Check their answers as a class, nominating students to say the rhyming pairs.

5 Allow clever students to correct wrong answers. Praise good work.

Answers

(in any order)

1 better, letter	2 blue, few
3 door, your	4 follow, borrow
5 line, mine	6 run, son

3 Use a dictionary to find a word or words that rhyme with the following.

1 Say each word and make sure students understand their meaning. They can use their dictionaries as needed.

2 Ask if students know any words that rhyme. Refer them to the writing tip box to remind them that words can rhyme even if their spelling is different.

3 Students complete the task in pairs. This could be a competition to see who can find the most rhyming words.

4 Check their answers as a class, nominating students to say the rhyming pairs.

Suggested answers

1 moon, spoon, soon
2 bath, path
3 cattle, battle
4 Nile, while, fact file
5 flower, power, shower
6 spring, bring, string

Writing

4 Write a summary of one of Stevenson's most famous works.

1 Allow time for students to research a famous work by Robert Louis Stevenson. This can be another of his poems, or one of his novels (e.g. *The Strange Case of Dr Jekyll and Mr Hyde; Kidnapped*).

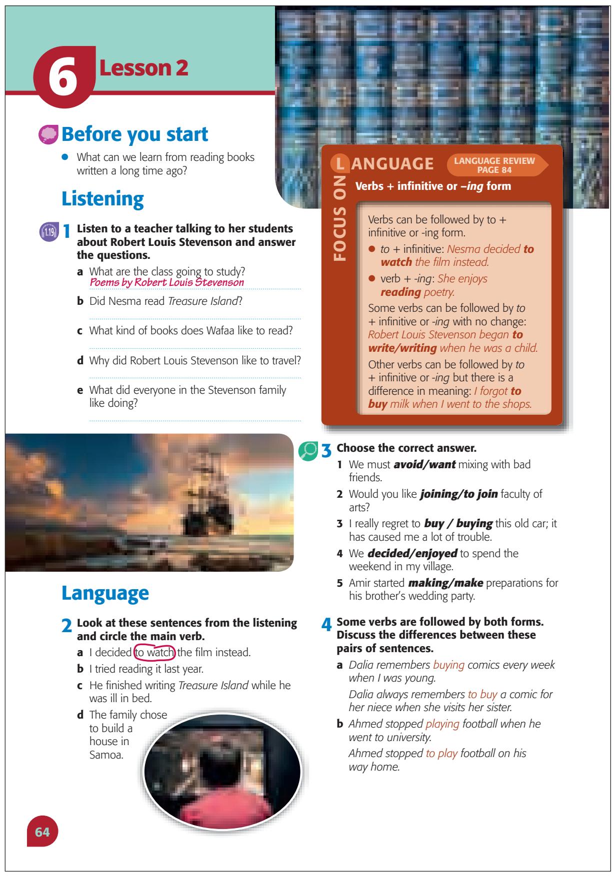
2 Students do not have to read the books, they can look up a summary online and write it in their own words.

3 You can take in their work to mark.

Students' own answers.

Lesson 2

SB pages 64–65 WB page 123


6 Lesson 2

Before you start

- What can we learn from reading books written a long time ago?

Listening

1 Listen to a teacher talking to her students about Robert Louis Stevenson and answer the questions.

a What are the class going to study? *Poems by Robert Louis Stevenson*

b Did Nesma read *Treasure Island*?

c What kind of books does Wafaa like to read?

d Why did Robert Louis Stevenson like to travel?

e What did everyone in the Stevenson family like doing?

FOCUS ON LANGUAGE — LANGUAGE REVIEW PAGE 84

Verbs + infinitive or *–ing* form

Verbs can be followed by to + infinitive or -ing form.

- *to* + infinitive: *Nesma decided **to watch** the film instead.*
- verb + *-ing*: *She enjoys **reading** poetry.*

Some verbs can be followed by *to* + infinitive or *-ing* with no change: *Robert Louis Stevenson began **to write/writing** when he was a child.*

Other verbs can be followed by *to* + infinitive or *-ing* but there is a difference in meaning: *I forgot **to buy** milk when I went to the shops.*

Language

2 Look at these sentences from the listening and circle the main verb.

a I decided to watch the film instead.

b I tried reading it last year.

c He finished writing *Treasure Island* while he was ill in bed.

d The family chose to build a house in Samoa.

3 Choose the correct answer.

1 We must ***avoid/want*** mixing with bad friends.

2 Would you like ***joining/to join*** faculty of arts?

3 I really regret to ***buy / buying*** this old car; it has caused me a lot of trouble.

4 We ***decided/enjoyed*** to spend the weekend in my village.

5 Amir started ***making/make*** preparations for his brother's wedding party.

4 Some verbs are followed by both forms. Discuss the differences between these pairs of sentences.

a *Dalia remembers buying comics every week when I was young.*

Dalia always remembers to buy a comic for her niece when she visits her sister.

b *Ahmed stopped playing football when he went to university.*

Ahmed stopped to play football on his way home.

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Before you start

1 Have a class discussion to answer the *Before you start* question. Do not limit the discussion to English classics only.

2 Encourage students to name some of the books from the past that they have learned from.

Students' own answers.

Listening

1 Listen to a teacher talking to her students about Robert Louis Stevenson and answer the questions.

1 Allow time for students to read the questions.

2 Students listen while you play the recording. Students answer individually and then check with their partners.

3 Go through the answers with the whole class, if necessary, play the recording again.

Answers

a Poems by Robert Louis Stevenson.
b No, she watched the film instead.
c Romantic stories and poems.
d To get away from the cold Scottish weather.
e They all loved sailing.

Audioscript

Teacher: *This week, we're studying the Scottish writer, Robert Louis Stevenson, in particular his poetry not his novels. Have any of you heard about him or read any of his work?*

Nesma: *Didn't he write Treasure Island? I tried reading it last year, but it was a bit boring, so I decided to watch the film instead.*

Teacher: *Did you like it?*

Nesma: *Yes, it was really good. I love adventure films and I enjoy reading adventure stories, too. I just found Treasure Island a bit difficult.*

Teacher: *Well, it was written a long time ago. He was born in 1850 and Treasure Island was published in 1881. And Waafa, have you read any of his books?*

Wafaa: *I don't think so. I prefer reading romantic stories and poems.*

Teacher: *Well, Stevenson wrote poems too. In fact, he wrote all kinds of things. He began writing stories when he was a child and unwell. Unfortunately, Stevenson was often very ill and he finished writing Treasure Island while he was ill in bed. He continued to write more books, including a collection of poems called A Child's Garden of Verses and he also travelled a lot to get away from the cold Scottish weather.*

Nesma: *Where did he go?*

Teacher: *As a young man, he went to Europe, France and Switzerland mainly. In fact, his first book was about his travels in France. He and his family loved sailing and they wanted to sail from America, where they were living, to the South Pacific. The family chose to build a house in Samoa and the Stevenson family lived there until he died in 1894.*

Now, for this week's lesson I want you to choose a story or poem by Stevenson and bring it to class to discuss. Then ...

Language

2 Look at these sentences from the listening text and circle the main verb.

1 Look at the first sentence with students. Ask them to identify the main verb (*to watch*).

2 Ask a few students to complete the task alone, then check their answers with peers.

3 Go through the answers with the whole class and nominate students for answers.

4 Ask students what they notice about the main verbs (they are all infinitives with to or end in –ing) and refer them to the *Focus on Language* box.

Answers

a to watch	b reading
c writing	d to build

3 Choose the correct answers.

1 First, tell students to study the *Focus on Language* box, and remind them to refer to it as necessary.

2 Check students understand the task and tell them to complete the task alone or in pairs.

3 Check answers with the whole class.

Answers

1 avoid	2 to join	3 buying
4 decided	5 making	

4 Some verbs are followed by both forms. Discuss the differences between these pairs of sentences.

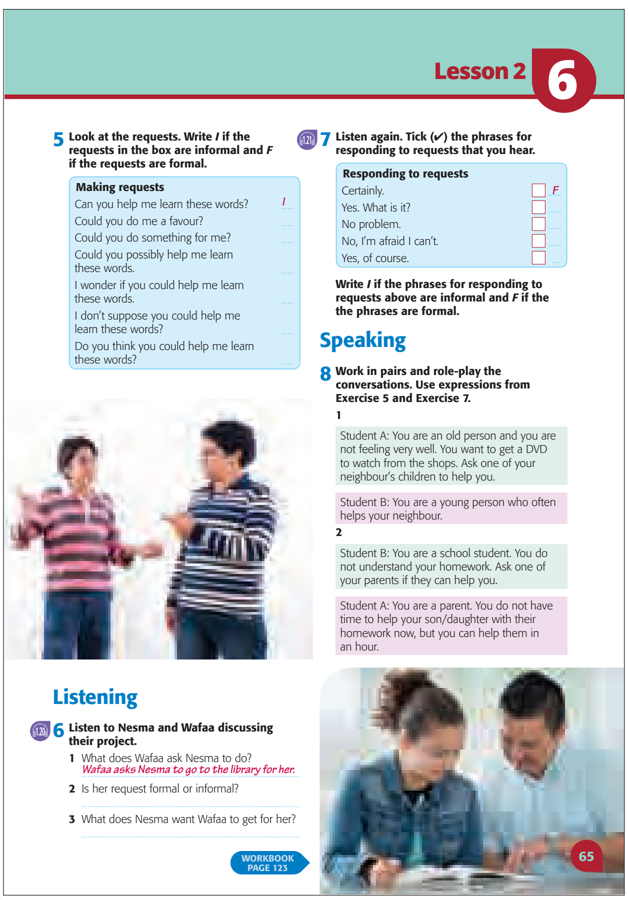
1 Tell students to read the sentences and to compare and contrast the meaning of the verbs in each.

2 Tell students discuss the differences in pairs.

3 Check answers with the whole class. Ask students to make more sentences to illustrate the difference between the *–ing* and *infinitive* forms.

Answers

a Sentence 1 Dalia doesn't buy comics anymore, but she remembers the action she did in the past.
Sentence 2 Dalia buys comics when visiting her sister because she remembers the need for the action.
b Sentence 1 Ahmed doesn't play football anymore. (He no longer plays football)
Sentence 2 Ahmed stopped in order to play football on his way home.



Lesson 2 6

5 Look at the requests. Write *I* if the requests in the box are informal and *F* if the requests are formal.

Making requests
Can you help me learn these words? *I*
Could you do me a favour? ......
Could you do something for me? ......
Could you possibly help me learn these words. ......
I wonder if you could help me learn these words. ......
I don't suppose you could help me learn these words? ......
Do you think you could help me learn these words? ......

1.21 **7 Listen again. Tick (✓) the phrases for responding to requests that you hear.**

Responding to requests
Certainly. ☐ *F*
Yes. What is it? ☐ ......
No problem. ☐ ......
No, I'm afraid I can't. ☐ ......
Yes, of course. ☐ ......

Write *I* if the phrases for responding to requests above are informal and *F* if the the phrases are formal.

Speaking

8 Work in pairs and role-play the conversations. Use expressions from Exercise 5 and Exercise 7.

1
Student A: You are an old person and you are not feeling very well. You want to get a DVD to watch from the shops. Ask one of your neighbour's children to help you.
Student B: You are a young person who often helps your neighbour.

2
Student B: You are a school student. You do not understand your homework. Ask one of your parents if they can help you.
Student A: You are a parent. You do not have time to help your son/daughter with their homework now, but you can help them in an hour.

Listening

1.20 **6 Listen to Nesma and Wafaa discussing their project.**
1 What does Wafaa ask Nesma to do?
Wafaa asks Nesma to go to the library for her.
2 Is her request formal or informal?
3 What does Nesma want Wafaa to get for her?

WORKBOOK PAGE 123

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5 Look at the requests. Write *I* if the requests in the box are informal and *F* if the requests are formal.

1 Read out the example for students. Ask them if they agree with the answer.

2 Establish when it is appropriate to use formal and informal language.

3 Students complete the task alone.

4 Nominate students for answers. Ask them what they notice about the requests: which is longer, formal or informal requests? (formal)

Answers

Can you help me learn these words? (I)
Could you do me a favour? (I)
Could you do something for me? (I)
Could you possibly help me learn these words? (F)
I wonder if you could help me learn these words? (F)
I don't suppose you could help me learn these words? (F)
Do you think you could help me learn these words? (F)

Listening

6 Listen to Nesma and Wafaa discussing their project.

1 Allow time for students to read the questions.

2 Students listen while you play the recording. Students answer alone then check with their partners.

3 Go through the answers with the whole class; if necessary, play the recording again.

Answers

1 Wafaa asks Nesma to go to the library for her.
2 It's informal.
3 She wants a DVD of *Dr Jekyll and Mr Hyde*.

Audioscript

Wafaa:	*I don't have time to go to the library this afternoon. Could you do me a favour and go for me?*
Nesma:	*Yes, of course. Which books do you want me to get?*
Wafaa:	*Can you find A Child's Garden of Verses? I prefer reading poetry to long stories.*
Nesma:	*No problem. But, could you do something for me when you're in town, please?*
Wafaa:	*Yes, what is it?*
Nesma:	*I don't really enjoy reading, so can you get me a DVD of Dr Jekyll and Mr Hyde? Then, I won't have to read it!*
Wafaa:	*Nesma!*

7 Listen again. Tick (✔) the phrases for responding to requests that you hear.

1 Elicit any responses to requests that the students might already know.

2 Students listen while you play the recording. Students answer alone then check in pairs.

3 Ask students to mark the responses as formal or informal in pairs.

4 Go through the answers with the whole class; if necessary, play the recording again.

5 You could ask students to act out the dialogue and encourage natural delivery.

Answers

Certainly F
Yes. What is it? [✔] I
No problem. [✔] I
No, I'm afraid I can't. F
Yes, of course [✔] F or I

Speaking

8 Work in pairs and role-play the conversations. Use expressions from Exercise 5 and Exercise 7.

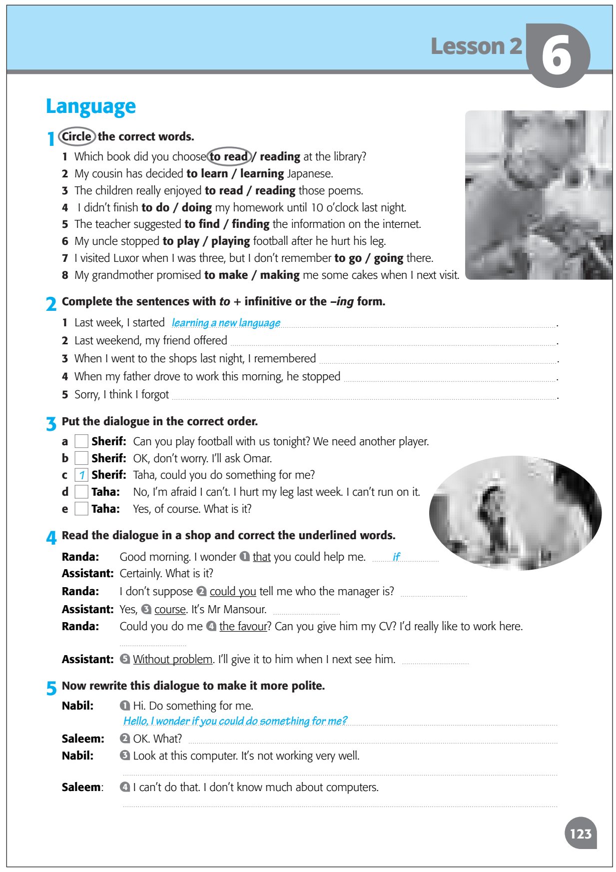
1 Assign roles. Have students read their description and help with any new words.

2 Students can make some notes if they wish before role-playing the dialogue. Remind them to use the requests and responses they saw in the previous exercises.

3 Monitor and offer support. Time permitting, have students swap partners and roles. Make a note of any common errors and go over these in the end.

4 Ask for volunteers to perform for the class.

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Lesson 2 6

Language

1 Circle the correct words.
1 Which book did you choose **to read** / **reading** at the library?
2 My cousin has decided **to learn** / **learning** Japanese.
3 The children really enjoyed **to read** / **reading** those poems.
4 I didn't finish **to do** / **doing** my homework until 10 o'clock last night.
5 The teacher suggested **to find** / **finding** the information on the internet.
6 My uncle stopped **to play** / **playing** football after he hurt his leg.
7 I visited Luxor when I was three, but I don't remember **to go** / **going** there.
8 My grandmother promised **to make** / **making** me some cakes when I next visit.

2 Complete the sentences with *to* + infinitive or the *–ing* form.
1 Last week, I started *learning a new language*.
2 Last weekend, my friend offered ....
3 When I went to the shops last night, I remembered ....
4 When my father drove to work this morning, he stopped ....
5 Sorry, I think I forgot ....

3 Put the dialogue in the correct order.
a [ ] **Sherif:** Can you play football with us tonight? We need another player.
b [ ] **Sherif:** OK, don't worry. I'll ask Omar.
c [1] **Sherif:** Taha, could you do something for me?
d [ ] **Taha:** No, I'm afraid I can't. I hurt my leg last week. I can't run on it.
e [ ] **Taha:** Yes, of course. What is it?

4 Read the dialogue in a shop and correct the underlined words.
Randa: Good morning. I wonder 1 that you could help me. *if*
Assistant: Certainly. What is it?
Randa: I don't suppose 2 could you tell me who the manager is? ....
Assistant: Yes, 3 course. It's Mr Mansour. ....
Randa: Could you do me 4 the favour? Can you give him my CV? I'd really like to work here. ....
Assistant: 5 Without problem. I'll give it to him when I next see him. ....

5 Now rewrite this dialogue to make it more polite.
Nabil: 1 Hi. Do something for me.
Hello, I wonder if you could do something for me?
Saleem: 2 OK. What? ....
Nabil: 3 Look at this computer. It's not working very well.
....
Saleem: 4 I can't do that. I don't know much about computers.
....

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Language

1 Circle the correct words.

1 Allow time for students to read the instructions and do the first sentence together to check understanding.

2 Tell students to complete the task alone. They can refer to the *Language review* in their Student's books as needed. Go around and offer help where needed.

3 Put students in pairs to compare answers, then go through the exercise with the whole class.

Answers

1 to read	2 to learn	3 reading
4 doing	5 finding	6 playing
7 going	8 to make	

2 Complete the sentences with *to* + infinitive or the –*ing* form.

1 Allow time for students to read the instructions and look at the example.

2 Tell students to complete the task alone. They can refer to the *Language review* in their Student's books as needed. Go around and offer help where needed.

3 Put students in pairs to compare answers, then go through the exercise with the whole class. Accept any correct (and plausible) answer.

Suggested answers

1 learning a new language.
2 to help me with my project.
3 to buy my cousin a birthday present.
4 to get some petrol.
5 to bring back the pen I borrowed.

3 Put the dialogue in the correct order.

1 Tell students to read the example sentence, then allow time for them to number the remaining sentences, alone or in pairs. Go around and offer help where needed. You might need to give the second sentence to weaker students to motivate them to share.

2 Go through the answers with the whole class.

Suggested answers

a 3 b 5 c 1 d 4 e 2

4 Read the dialogue in a shop and correct the underlined words.

1 Tell students to read the example, then allow time for them to correct the remaining underlined words, alone or in pairs. Go around and offer help where needed.

2 Go through the exercise with the whole class.

Suggested answers

1 if	2 you could	3 of course
4 a favour	5 No problem	

5 Now rewrite this dialogue to make it more polite.

1 Read out the first line of the dialogue and ask students why this is more polite.

2 Allow time for them to complete the task; tell them to refer to the boxes on making requests and responding they learned on Student's Book page 65 if necessary.

3 Go around and make suggestions if necessary. Make sure they are using the target language appropriately.

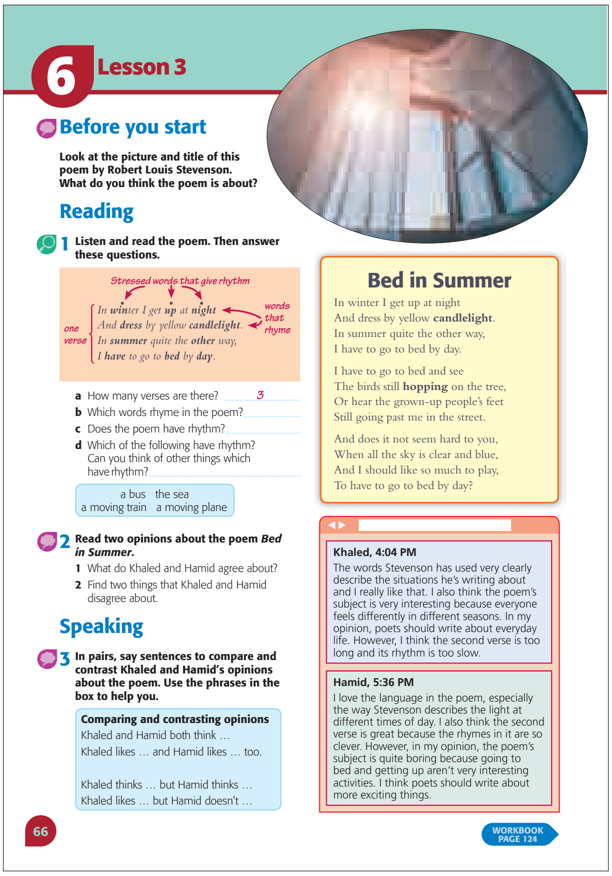
4 Invite volunteers to read out the correct dialogue for the class.

Suggested answers

1 Hello. I wonder if you could do something for me?
2 Certainly./Of course. What is it?
3 I don't suppose you could look at this computer? It's not working very well.
4 No, I'm afraid I can't. I don't know much about computers.

Lesson 3

SB pages 66 **WB page 124**


6 Lesson 3

Before you start

Look at the picture and title of this poem by Robert Louis Stevenson. What do you think the poem is about?

Reading

1 Listen and read the poem. Then answer these questions.

Stressed words that give rhythm

one verse

In ***win****ter I get* ***up*** *at* ***night***
And ***dress*** *by yellow* ***candlelight****.*
In ***summer*** *quite the* ***other*** *way,*
I ***have*** *to go to* ***bed*** *by* ***day****.*

words that rhyme

a How many verses are there? 3
b Which words rhyme in the poem?
c Does the poem have rhythm?
d Which of the following have rhythm? Can you think of other things which have rhythm?

a bus the sea
a moving train a moving plane

2 Read two opinions about the poem *Bed in Summer*.

1 What do Khaled and Hamid agree about?
2 Find two things that Khaled and Hamid disagree about.

Speaking

3 In pairs, say sentences to compare and contrast Khaled and Hamid's opinions about the poem. Use the phrases in the box to help you.

Comparing and contrasting opinions
Khaled and Hamid both think …
Khaled likes … and Hamid likes … too.

Khaled thinks … but Hamid thinks …
Khaled likes … but Hamid doesn't …

Bed in Summer

In winter I get up at night
And dress by yellow **candlelight**.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still **hopping** on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?

Khaled, 4:04 PM
The words Stevenson has used very clearly describe the situations he's writing about and I really like that. I also think the poem's subject is very interesting because everyone feels differently in different seasons. In my opinion, poets should write about everyday life. However, I think the second verse is too long and its rhythm is too slow.

Hamid, 5:36 PM
I love the language in the poem, especially the way Stevenson describes the light at different times of day. I also think the second verse is great because the rhymes in it are so clever. However, in my opinion, the poem's subject is quite boring because going to bed and getting up aren't very interesting activities. I think poets should write about more exciting things.

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WORKBOOK PAGE 124

Before you start

1 Refer students to the picture and the question and encourage students to share answers. Prompt students by asking questions like *What time of day is it? What season is it? Where is this window?*

2 You can lead this as a whole class discussion or have the students answer the questions in pairs / small groups and report back to the class.

Reading

1 Listen and read the poem. Then answer these questions.

1 Explain that students are going to listen to and read a poem by Robert Louis Stevenson. Point out to students that the author lived in Scotland which has very long days in the summer, and very short days in the winter, because of its northerly position.

2 Before listening, look at the sample verse with the students and make sure they understand the different terms used to analyse a poem. Demonstrate the concept of rhythm by reading out the verse and tapping or clapping on the stressed words.

3 Then, let students read the questions, play the recording while students are listening well to answer the questions.

4 Students answer the questions in pairs, then check as a whole class,

Answers

a 3
b night/candlelight, way/day, see/tree, feet/street, you/blue, play/day
c Yes
d music, the sea, a moving train; student's own answers

2 Read two opinions about the poem *Bed in Summer.*

1 Refer students to the texts under the poem. Ask students to read each text quickly and clarify any new words.

2 Tell students to do the task. They only need to get the gist of each message to do this.

3 Go through the answers with the whole class. Do not spend too long on this as they will do more on their opinions in Exercise 3.

Answers

a They agree that the poet's use of language is good. / They both like the poet's use of language.
b They have different ideas about the poem's subject and the second verse.

Speaking

3 In pairs, say sentences to compare and contrast Khaled and Hamid's opinions about the poem. Use the phrases in the box to help you.

1 Refer students to the useful phrases box and ask students which phrases are used to show the same opinion and which are used to contrast different opinions.

2 Ask students to use their answers in Exercise 2 to complete the sentences.

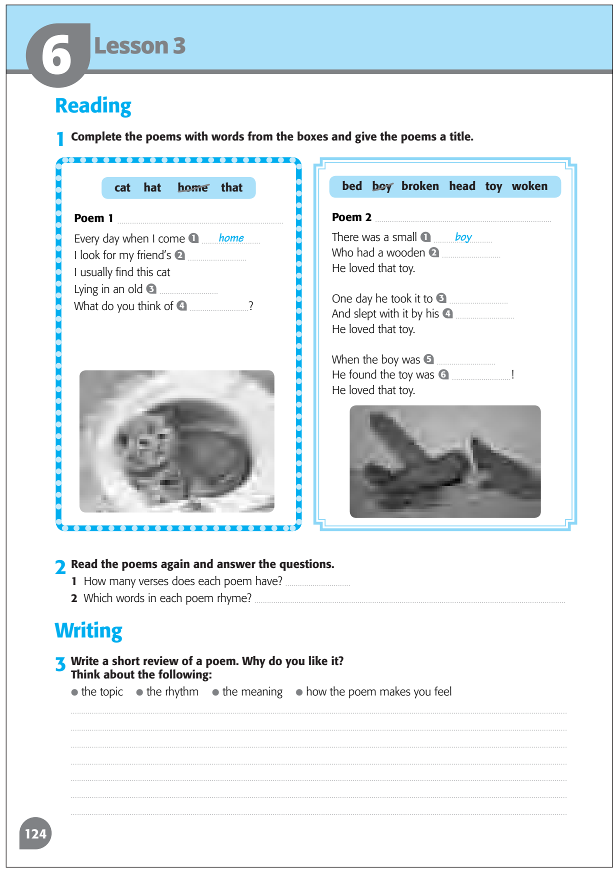
3 Nominate students for answers.

4 Praise good work to motivate others to share.

Suggested answers

Khaled and Hamid both think that the poet's use of language is good.
Khaled likes the poet's use of language and Hamid likes it, too.
Khaled thinks that the poem's subject is interesting, but Hamid thinks it's boring.
Hamid likes the second verse, but Khaled doesn't.

WB page 124


6 Lesson 3

Reading

1 Complete the poems with words from the boxes and give the poems a title.

cat hat home that

Poem 1
Every day when I come 1 home
I look for my friend's 2
I usually find this cat
Lying in an old 3
What do you think of 4 ?

bed boy broken head toy woken

Poem 2
There was a small 1 boy
Who had a wooden 2
He loved that toy.

One day he took it to 3
And slept with it by his 4
He loved that toy.

When the boy was 5
He found the toy was 6 !
He loved that toy.

2 Read the poems again and answer the questions.
1 How many verses does each poem have?
2 Which words in each poem rhyme?

Writing

3 Write a short review of a poem. Why do you like it?
Think about the following:
- the topic
- the rhythm
- the meaning
- how the poem makes you feel

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Reading

1 Complete the poems with words from the boxes and give the poems a title.

1 Allow time for students to read the instructions and to describe the photos, which give an idea about what the poems are about.

2 Encourage students to look for rhyming words to complete the gaps.

3 Put them in pairs to compare answers, then go through the exercise with the whole class.

4 Invite volunteers to read out the poems and remind them to stress the words which give the poems rhythm.

5 Ask students to suggest titles for the poems. Put their ideas on the board. You could have a vote on the best one.

Answers

Poem 1:2 cat 3 hat 4 that
Poem 2: 2 toy 3 bed 4 head 5 woken 6 broken
Suggested titles: My friend's cat, The boy's toy

2 Read the poems again and answer the questions.

1 Tell students to look at the questions and refer to the box on page 66 of their Student's book if they don't remember the terms used to analyse a poem.

2 Then, allow time for them to complete the task, alone or in pairs. Go around and offer help where needed.

3 Go through the exercise with the whole class.

Answers

1 Poem 1 has one verse. Poem 2 has three verses.
2 Poem 1: cat, hat, that
Poem 2: boy, toy; bed, head; woken, broken

Writing

3 Write a short review of a poem. Why do you like it? Think about the following.

1 Read the rubric with students and refer them to the bullet points to guide their writing.

2 Refer them to Khaled and Hamid's texts on page 66 of their Student's book as models.

3 Then, allow time for the students to complete the task. They can write their opinions individually. Go around and make suggestions if necessary. Make sure they are commenting on the different points mentioned in the rubric.

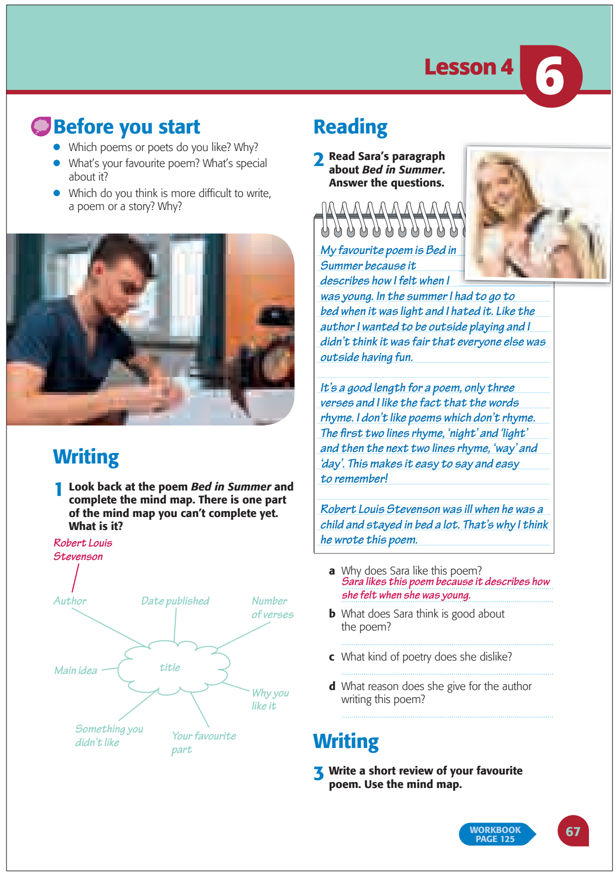
4 Invite different students to exchange their writing and then report back to the class on the points they agreed or disagreed with, using the language learned in this lesson.

5 You can take in their work to mark.

Students' own answers.

Lesson 4

SB pages 67 WB page 125


Lesson 4 6

Before you start
- Which poems or poets do you like? Why?
- What's your favourite poem? What's special about it?
- Which do you think is more difficult to write, a poem or a story? Why?

Reading

2 Read Sara's paragraph about *Bed in Summer*. Answer the questions.

My favourite poem is Bed in Summer because it describes how I felt when I was young. In the summer I had to go to bed when it was light and I hated it. Like the author I wanted to be outside playing and I didn't think it was fair that everyone else was outside having fun.

It's a good length for a poem, only three verses and I like the fact that the words rhyme. I don't like poems which don't rhyme. The first two lines rhyme, 'night' and 'light' and then the next two lines rhyme, 'way' and 'day'. This makes it easy to say and easy to remember!

Robert Louis Stevenson was ill when he was a child and stayed in bed a lot. That's why I think he wrote this poem.

a Why does Sara like this poem?
Sara likes this poem because it describes how she felt when she was young.
b What does Sara think is good about the poem?
c What kind of poetry does she dislike?
d What reason does she give for the author writing this poem?

Writing

1 Look back at the poem *Bed in Summer* and complete the mind map. There is one part of the mind map you can't complete yet. What is it?

Writing

3 Write a short review of your favourite poem. Use the mind map.

WORKBOOK PAGE 125

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Before you start

1 Refer students to the questions and encourage students to share answers. You can lead this as a whole class discussion or have students answer the questions in pairs / small groups and report back to the class.

2 Personalise the task by encouraging students to recite their favourite poem.

Writing

1 Look back at the poem *Bed in Summer* and complete the mind map. There is one line you can't complete yet. What is it?

1 Draw the mind map on the board and look at the example answer with students.

2 Ask students to do the task in pairs. Then, invite students to come to the board and complete the mind map.

3 Note: Students don't have the information about when it was published. This was in 1885.

Answers

Author: Robert Louis Stevenson
Date published: Students may be unable to know the date, you can help when necessary.
Number of verses: 3
Why you like it [suggested answer]: It is a good length for a poem, rhymes, and is easy to remember and say.
You favourite part: Student's own answers
Something you didn't like: Student's own answers
Main idea [suggested answer]: A person does not enjoy going to bed in daylight during the summer

Reading

2 Read Sara's paragraph about *Bed in Summer.* Answer the questions.

1 Have students read the paragraph, then put them in pairs to answer the questions. Go around and listen, offering prompts where needed.

2 Invite volunteers to share their answers with the class.

Answers

a Sara likes this poem because it describes how she felt when she was young.
b It's a good length and the words rhyme.
c Poems which don't rhyme.
d He was ill when he was a child and stayed in bed a lot.

Writing

3 Write a short review of your favourite poem. Use the mind map.

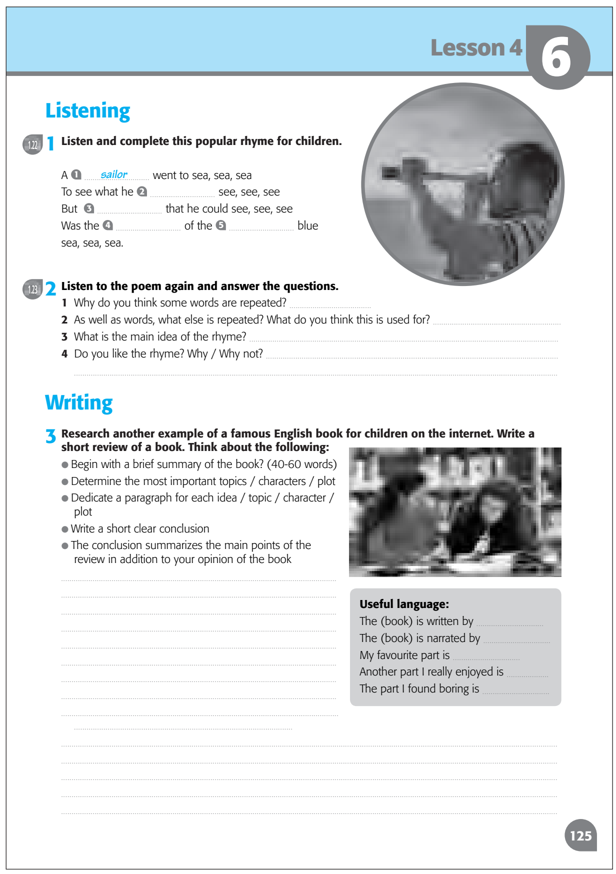
1 Students can write a review of the poem they talked about in the *Before you start* activity or choose a different poem. Students can work in pairs to write the review.

2 Monitor and listen, offering prompts where needed and reminding students to plan their reviews using the mind map.

3 Invite volunteers to share their answers with the class or have students share their reviews and vote for the best one.

Students' own answers.

WB page 125


Lesson 4 6

Listening

1.22 1 **Listen and complete this popular rhyme for children.**

A 1 *sailor* went to sea, sea, sea
To see what he 2 .... see, see, see
But 3 .... that he could see, see, see
Was the 4 .... of the 5 .... blue
sea, sea, sea.

1.23 2 **Listen to the poem again and answer the questions.**
1 Why do you think some words are repeated? ....
2 As well as words, what else is repeated? What do you think this is used for? ....
3 What is the main idea of the rhyme? ....
4 Do you like the rhyme? Why / Why not? ....

Writing

3 **Research another example of a famous English book for children on the internet. Write a short review of a book. Think about the following:**
- Begin with a brief summary of the book? (40-60 words)
- Determine the most important topics / characters / plot
- Dedicate a paragraph for each idea / topic / character / plot
- Write a short clear conclusion
- The conclusion summarizes the main points of the review in addition to your opinion of the book

Useful language:
The (book) is written by ....
The (book) is narrated by ....
My favourite part is ....
Another part I really enjoyed is ....
The part I found boring is ....

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Listening

1 Listen and complete this popular rhyme for children.

1 Read out the rubric and check that students understand the task.

2 Give students time to read through the

gapped poem and guess the missing words.

3 Play the recording, students complete the task alone, then compare answers in pairs.

4 Check their answers as a whole class. Play the recording again as needed.

5 Invite different students to read out the poems. Encourage them to read it with the correct rhythm.

Answers

1 sailor 2 could 3 all 4 bottom
5 deep

Audioscript

A sailor went to sea, sea, sea
To see what he could see, see, see
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.

2 Listen to the poem again and answer the questions.

1 Play the recording again.

2 Ask students to answer the questions.

3 Go around and offer help where necessary.

4 Check answers as a whole class.

Answers

1 It gives the word a rhythm, like the sea.
2 The letter s is repeated. Again, this makes it sound like the sea.
3 There is nothing in the sea except sea!
4 Students' own answers

Writing

3 Research another example of a famous English book for children on the internet. Write a short review of a book. Think about the following.

1 Go over the useful phrases in the Workbook.

2 Tell students to plan their review first; they could discuss ideas in pairs. Go around and offer suggestions where necessary. Encourage them to use the bullet points as a checklist for their review.

3 Allow time for them to write their review. Go around and check their work.

4 Choose two or three students to read their work out to the class. Did anyone choose the same book?

5 Space permitting, display the reviews on the wall or take in their work to mark

Students' own answers.

Video

1 Ask students to watch the video on the Egyptian Knowledge Bank.

2 You could ask them questions to check understanding in the next lesson, for example:

What different forms of literature does the video name?

What can reading literature from different times teach us?

What should you discuss with your friends?

Video script

Literature comes in a variety of forms: poetry, novels, travel books and biographies are just a few.

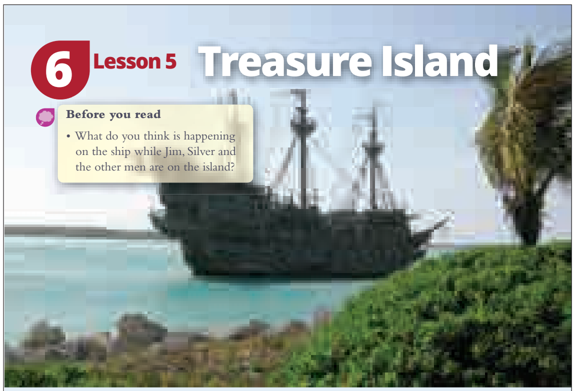
Reading literature from different times helps us learn about the world we live in, about important modern issues and about how much society has changed.

When you read any piece of literature, it's helpful to consider your own opinion - why you like or dislike a particular character or whether you have experienced something similar to what you've read in a poem. Discussing this with your friends can also help you learn more about each other and the world around you.

Lesson 5

SB pages 68 – 70

6 Lesson 5 **Treasure Island**



Chapter 6

Dr Livesy:

When the boats went to the shore, I talked to Captain Smollett and Mr Trelawney. There was no wind at all, so we knew we could not take the ship, even if we wanted to attack the six men who stayed on the ship with us. Then we heard that Jim Hawkins was on the island with Silver and his men. We were very worried about him.

I decided to take a boat to the shore with another man we could trust, called Hunter. When we reached the island, we walked a little way and then we found a small fort. It was big enough for about twenty-five people and was very well **defended**. It also had water. Then I heard a shout. I thought that Jim was dead.

We ran back to the boat and soon returned to the *Hispaniola*. I told Captain Smollett and Mr Trelawney my plan. We quickly put food, medicines and guns in the boat.

At the same time, Captain Smollett and Mr Trelawney said to Silver's men who were still on the ship, "We have guns. If you try to **contact** Silver, you will be dead."

They looked very surprised.

I then took the boat back to the beach with Hunter and another sailor called Joyce. We quickly took everything up to the fort, then I left Hunter and Joyce in the fort and returned to the *Hispaniola*.

We knew that Silver had more men than us, but we also knew that none of them had guns. We thought that this gave us an **advantage**. On the *Hispaniola*, Trelawney helped me to put food and more weapons into the boat. Then we called for Captain Smollett, Redruth and a good sailor called Abraham Gray, and they climbed into the boat with us.

Our journey back to the island was more

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Lesson 5 6

difficult than the others. There were more people and supplies now, so the boat was heavy and very close to the water. We had to be very careful to prevent the boat from sinking. The wind blew from a different direction, too, and we were not moving towards the beach near the fort.

"We'll never **get to** the beach!" I said.

"We must keep in this direction," said Captain Smollett. "Work hard, be patient, and we will arrive." Then his voice changed. "The **cannon**!" he called.

I looked round and realised that the men we left on the *Hispaniola* were preparing a cannon. We were moving so slowly that we were not far from the ship. It would be easy for them to hit us.

Trelawney stood up with a gun and fired at the pirates, and one of them fell.

We heard a cry from the ship, and another from the beach. We saw that the other pirates were getting into their boats.

"Go as fast as you can," said Captain Smollet. "If we don't get to the beach, we're finished."

"They are only using one boat" I said. "The other men are walking to the beach to wait for us."

"It's a long way for them to run," said Captain Smollett. "It's a race to get there first."

We moved fast, and the wind was not so strong near the beach. However, Trelawney fired his gun again which made us all move to one side of the boat. It started to sink, but we were in just three feet of water. It was not difficult to walk to the beach, but we had lost many of our **supplies** in the water, including some of our guns.

There were now voices in the trees and we knew that the pirates were near. We had to get to the fort before the pirates got to the beach. We all ran as fast as possible and at last



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6 Lesson 5



we saw the fort in front of us. At the same time, seven pirates arrived at the other side of it. The pirates looked surprised to see the fort and stopped. This gave us time to fire our guns, and they quickly turned and ran into the trees behind them.

Before we could enter the fort, we heard another gun fire, and poor Redruth fell down. We quickly picked him up and took him into the fort, but it was too late: he was dead. Trelawney was very sad. Redruth had been a good servant to him.

Captain Smollett put up a flag inside the fort and counted the supplies, then he asked me, "How long will we have to spend on this island?"

"In England, I told Blandly that if we were not back by August, to come and find us," I explained.

"We need the supplies that were lost in the sea," said Captain Smollett. "Without them, we have enough supplies until July only."

At that moment, we heard gun fire and the fort was nearly hit.

"They can see the flag," said Trelawney. "We should take it down."

"No!" said Captain Smollett. "We keep the flag! It will show the pirates that we are not frightened of them!"

The gun fire continued, but it was almost impossible for them to hit anyone inside the fort.

Just then, we heard someone calling.

"Doctor! Mr Trelawney! Captain! Are you there?"

I ran to the door of the fort and I found Jim Hawkins, safe and alive!

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Before you start

1 Ask students to summarise what happened in the previous chapter. Elicit the names of the characters and what they did.

Suggested answers

Jim Hawkins met Ben Gun, who had been left on the island. Jim told him what had happened and Ben Gun told Jim what happened when Captain Flint buried the treasure on the island, and how he was left on the island. Ben Gun offers to help Jim get back to the ship but then they hear gunshots.

Before you read

1 Ask students to look at the picture and describe how it relates to the story.

2 Ask students to discuss what they think will happen next in the story. Note their suggestions on the board.

Students' own answers.

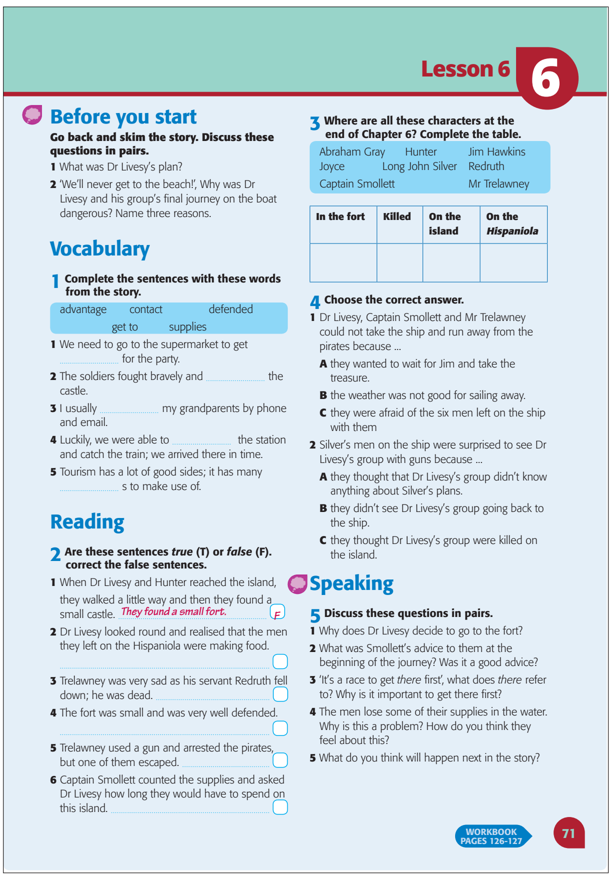
Reading

1 Put students into small groups and ask them to take turns reading the story to each other.

2 Monitor progress and help with pronunciation when necessary.

Lesson 6

SB pages 71 WB page 126–127



Lesson 6

6

Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What was Dr Livesy's plan?

2 'We'll never get to the beach!', Why was Dr Livesy and his group's final journey on the boat dangerous? Name three reasons.

Vocabulary

1 Complete the sentences with these words from the story.

advantage contact defended get to supplies

1 We need to go to the supermarket to get .... for the party.

2 The soldiers fought bravely and .... the castle.

3 I usually .... my grandparents by phone and email.

4 Luckily, we were able to .... the station and catch the train; we arrived there in time.

5 Tourism has a lot of good sides; it has many .... s to make use of.

Reading

2 Are these sentences *true* (T) or *false* (F). correct the false sentences.

1 When Dr Livesy and Hunter reached the island, they walked a little way and then they found a small castle. *They found a small fort.* F

2 Dr Livesy looked round and realised that the men they left on the Hispaniola were making food. ....

3 Trelawney was very sad as his servant Redruth fell down; he was dead. ....

4 The fort was small and was very well defended. ....

5 Trelawney used a gun and arrested the pirates, but one of them escaped. ....

6 Captain Smollett counted the supplies and asked Dr Livesy how long they would have to spend on this island. ....

3 Where are all these characters at the end of Chapter 6? Complete the table.

Abraham Gray Hunter Jim Hawkins Joyce Long John Silver Redruth Captain Smollett Mr Trelawney

In the fort	Killed	On the island	On the *Hispaniola*

4 Choose the correct answer.

1 Dr Livesy, Captain Smollett and Mr Trelawney could not take the ship and run away from the pirates because ...

A they wanted to wait for Jim and take the treasure.

B the weather was not good for sailing away.

C they were afraid of the six men left on the ship with them

2 Silver's men on the ship were surprised to see Dr Livesy's group with guns because ...

A they thought that Dr Livesy's group didn't know anything about Silver's plans.

B they didn't see Dr Livesy's group going back to the ship.

C they thought Dr Livesy's group were killed on the island.

Speaking

5 Discuss these questions in pairs.

1 Why does Dr Livesy decide to go to the fort?

2 What was Smollett's advice to them at the beginning of the journey? Was it a good advice?

3 'It's a race to get *there* first', what does *there* refer to? Why is it important to get there first?

4 The men lose some of their supplies in the water. Why is this a problem? How do you think they feel about this?

5 What do you think will happen next in the story?

WORKBOOK PAGES 126-127

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Before you start

1 Go back and skim the story.

2 Draw attention to the questions and explain any unknown words. Ask students to discuss the questions in pairs.

3 Give students time to discuss the answers and then feedback to the class.

Suggested answers

1 His plan was to move to the fort with their guns and supplies.
2 Because the men on the *Hispaniola* wanted to fire the cannon at them. Some pirates were chasing them in a boat. The pirates on the beach and in the trees were also chasing them.

Vocabulary

1 Complete the sentences with these words from the story.

1 Point out that the words in the box are the words in bold in the text, so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are verbs and some are nouns and that knowing this can help them decide whether a word fits in a gap in the sentence or not.

3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 supplies	2 defended
3 contact	4 get to
5 advantages	

Reading

2 Are the sentences true (T) or false (F). Correct the false sentences.

1 Read through the sentences with the class and explain any unknown words.

2 Give students a few minutes to answer the questions and to correct the mistakes.

3 Check answers as a class.

Answers

1 False. They found a fort.
2 False. They were preparing to fire the cannon.
3 True.
4 False. The fort was big enough for twenty-five people.
5 False. The pirates fired a gun and killed Redruth.
6 True.

3 Where are all these characters at the end of Chapter 6? Complete the table.

1 Ask students to look back at the story and complete the table.

2 Give students a few minutes to check their answers in pairs.

3 Check the answers as a class.

Answers

In the fort: Abraham Gray, Hunter, Jim Hawkins, Joyce, Mr Trelawney
Killed: Redruth
On the island: Long John Silver

4 Choose the correct answer.

1 Read through the questions and explain any unknown words.

2 Give students a few minutes to answer the questions.

3 Check answers as a class.

Answers

1 B 2 A

Speaking

5 Discuss these questions in pairs.

1 Read through the questions with the class, checking understanding.

2 Allow students three or four minutes to discuss the questions with their partner.

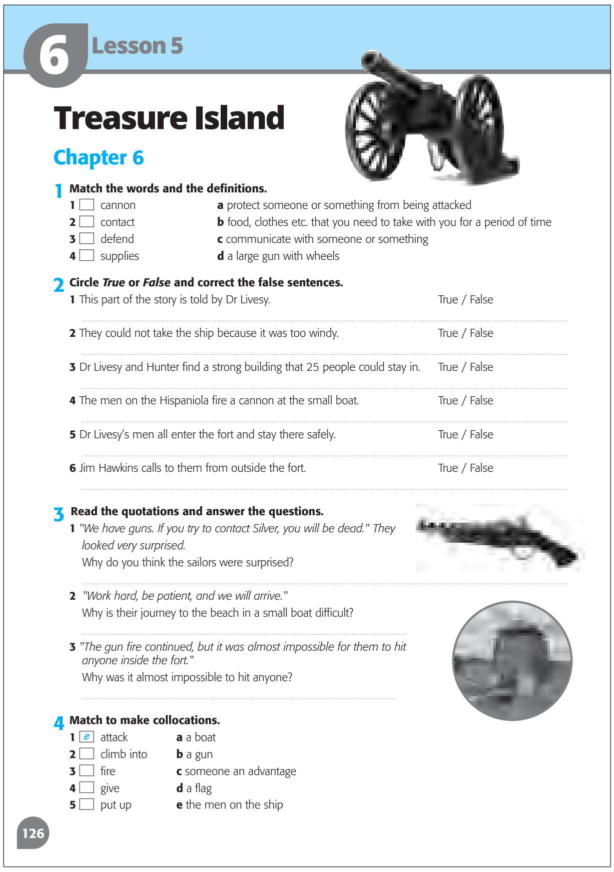
3 Move around the classroom and monitor the students as they have the discussion and offer help as needed.

4 Feedback by asking some pairs to report their answers to the class.

Suggested answers

1 Because they can protect themselves in the fort.
2 Smollett's advice was to keep their guns. Yes, it was good advice because it saved them.
3 The fort. It is important to get there first because if the pirates take over the fort, they will kill Captain Smollett and his men.
4 It is a problem because they need more supplies to survive until they can be rescued. I think they feel disappointed but determined to go back and get the supplies.
5 Students' own answers.

WB page 126


6 Lesson 5

Treasure Island

Chapter 6

1 Match the words and the definitions.

1 ☐ cannon — a protect someone or something from being attacked
2 ☐ contact — b food, clothes etc. that you need to take with you for a period of time
3 ☐ defend — c communicate with someone or something
4 ☐ supplies — d a large gun with wheels

2 Circle *True* or *False* and correct the false sentences.

1 This part of the story is told by Dr Livesy. True / False
2 They could not take the ship because it was too windy. True / False
3 Dr Livesy and Hunter find a strong building that 25 people could stay in. True / False
4 The men on the Hispaniola fire a cannon at the small boat. True / False
5 Dr Livesy's men all enter the fort and stay there safely. True / False
6 Jim Hawkins calls to them from outside the fort. True / False

3 Read the quotations and answer the questions.

1 *"We have guns. If you try to contact Silver, you will be dead."* *They looked very surprised.*
Why do you think the sailors were surprised?

2 *"Work hard, be patient, and we will arrive."*
Why is their journey to the beach in a small boat difficult?

3 *"The gun fire continued, but it was almost impossible for them to hit anyone inside the fort."*
Why was it almost impossible to hit anyone?

4 Match to make collocations.

1 e attack — a a boat
2 ☐ climb into — b a gun
3 ☐ fire — c someone an advantage
4 ☐ give — d a flag
5 ☐ put up — e the men on the ship

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1 Match the words and the definitions.

1 Point out that the words are in bold in the texts so students can check the meanings by reading the words in context if necessary.

2 Remind students that some of the words are verbs and some are nouns.

3 Allow students a few minutes to do the exercise with a partner before checking answers as a class.

Answers

1 d 2 c 3 a 4 b

2 Circle True or False and correct the false sentences.

1 Read through the sentences with the class and explain any unknown words.

2 Give students a few minutes to answer the questions and to correct the mistakes.

3 Check answers as a class.

Answers

1 True.
2 False. They could not take the ship because there was no wind.
3 True.
4 False. The men on the Hispaniola were preparing to fire the cannon but Mr Trelawney fired a gun at them.
5 False. Redruth is killed before he can get inside the fort.
6 True.

3 Read the quotations and answer the questions.

1 Ask students to think about when and where the quotations were made, and who they concern.

2 Give students enough time to find the quotations in the story and to summarise their answers.

3 Check answers as a class.

Suggested answers

1 The sailors didn't think that they knew anything about Silver's plan.
2 It is difficult for them to sail the boat. Pirates are chasing them and the men on the ship want to fire cannons at them.
3 Because the fort gave them protection.

4 Match to make collocations.

1 Ask students to read both columns before they begin

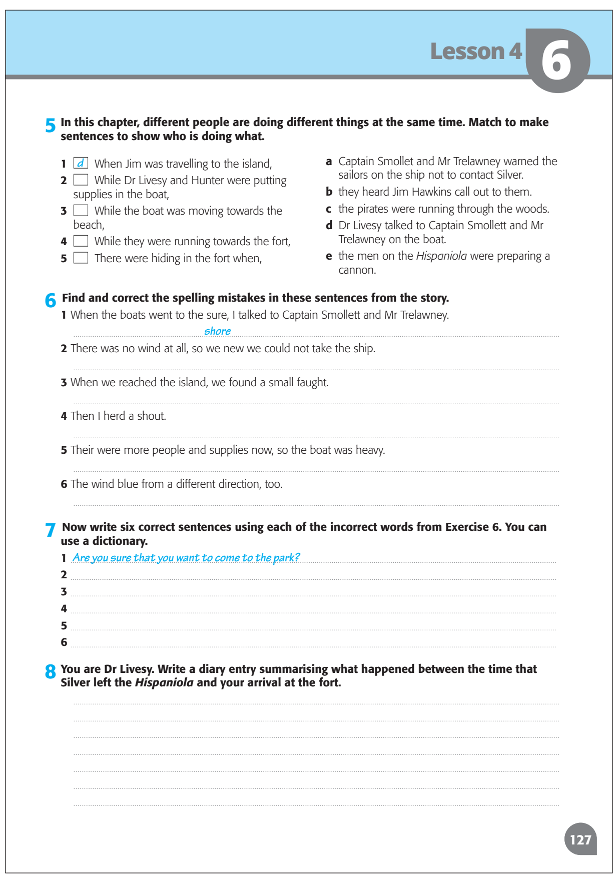
2 Give students enough time to match the collocations.

3 Check answers as a class.

Answers

1 e 2 a 3 b 4 c
5 d

WB page 127



Lesson 4 6

5 In this chapter, different people are doing different things at the same time. Match to make sentences to show who is doing what.

1 [d] When Jim was travelling to the island,
2 [ ] While Dr Livesy and Hunter were putting supplies in the boat,
3 [ ] While the boat was moving towards the beach,
4 [ ] While they were running towards the fort,
5 [ ] There were hiding in the fort when,

a Captain Smollet and Mr Trelawney warned the sailors on the ship not to contact Silver.
b they heard Jim Hawkins call out to them.
c the pirates were running through the woods.
d Dr Livesy talked to Captain Smollett and Mr Trelawney on the boat.
e the men on the *Hispaniola* were preparing a cannon.

6 Find and correct the spelling mistakes in these sentences from the story.

1 When the boats went to the sure, I talked to Captain Smollett and Mr Trelawney.
shore
2 There was no wind at all, so we new we could not take the ship.
3 When we reached the island, we found a small faught.
4 Then I herd a shout.
5 Their were more people and supplies now, so the boat was heavy.
6 The wind blue from a different direction, too.

7 Now write six correct sentences using each of the incorrect words from Exercise 6. You can use a dictionary.

1 Are you sure that you want to come to the park?
2
3
4
5
6

8 You are Dr Livesy. Write a diary entry summarising what happened between the time that Silver left the *Hispaniola* and your arrival at the fort.

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5 In this chapter, different people are doing different things at the same time. Match to make sentences to show who is doing what.

1 Ask students to read both columns before they begin

2 Give students a few minutes to match the actions.

3 Discuss answers as a class.

Answers

1 d 2 a 3 e 4 c 5 b

6 Find and correct the spelling mistakes in these sentences from the story.

1 Read through the questions and explain any unknown words.

2 Give students a few minutes to find and correct the spelling mistakes.

3 Check answers as a class.

Answers

1 ~~sure~~ shore	2 ~~new~~ knew
3 ~~fought~~ fort	4 ~~herd~~ heard
5 ~~Their~~ There	6 ~~blue~~ blew

7 Now write six correct sentences using each of the incorrect words from Exercise 6. You can use a dictionary.

1 Explain that students need to use the words they corrected in the previous task.

2 Give students a few minutes to write their new sentences and remind them that they can use a dictionary.

3 Check answers as a class.

Suggested answers

1 Are you sure that you want to come to the park?
2 She wants a new phone.
3 They fought the battle on those hills.
4 A herd of sheep walked across the farm.
5 Their boat was heavy.
6 The sky was blue.

8 You are Dr Livesy. Write a diary entry summarising what happened between the time that Silver left the *Hispaniola* and your arrival at the fort.

1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

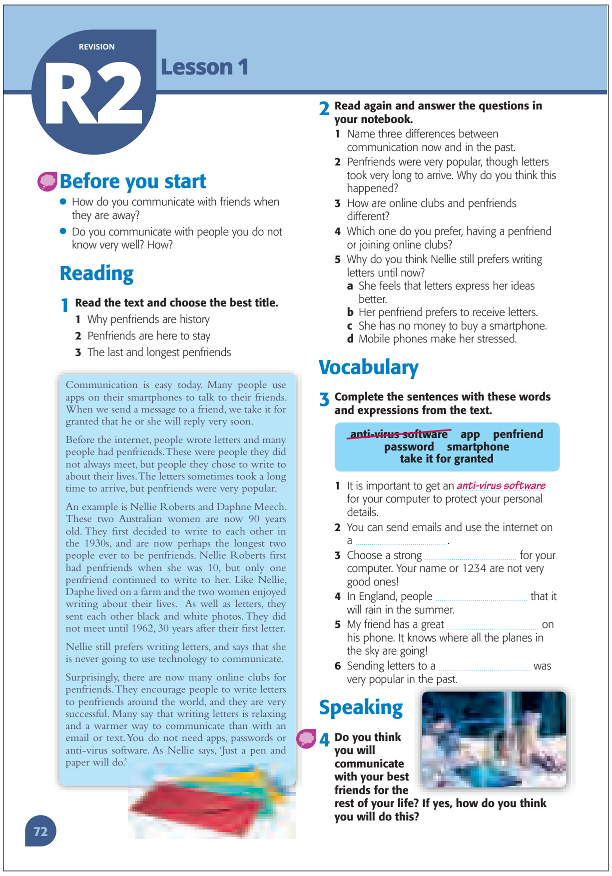
3 Students can write the article in class or at home.

Students' own answers.

Revision 2

Lesson 1

SB page 72


REVISION
R2 Lesson 1

Before you start
- How do you communicate with friends when they are away?
- Do you communicate with people you do not know very well? How?

Reading

1 **Read the text and choose the best title.**
1 Why penfriends are history
2 Penfriends are here to stay
3 The last and longest penfriends

Communication is easy today. Many people use apps on their smartphones to talk to their friends. When we send a message to a friend, we take it for granted that he or she will reply very soon.

Before the internet, people wrote letters and many people had penfriends. These were people they did not always meet, but people they chose to write to about their lives. The letters sometimes took a long time to arrive, but penfriends were very popular.

An example is Nellie Roberts and Daphne Meech. These two Australian women are now 90 years old. They first decided to write to each other in the 1930s, and are now perhaps the longest two people ever to be penfriends. Nellie Roberts first had penfriends when she was 10, but only one penfriend continued to write to her. Like Nellie, Daphe lived on a farm and the two women enjoyed writing about their lives. As well as letters, they sent each other black and white photos. They did not meet until 1962, 30 years after their first letter.

Nellie still prefers writing letters, and says that she is never going to use technology to communicate.

Surprisingly, there are now many online clubs for penfriends. They encourage people to write letters to penfriends around the world, and they are very successful. Many say that writing letters is relaxing and a warmer way to communicate than with an email or text. You do not need apps, passwords or anti-virus software. As Nellie says, 'Just a pen and paper will do.'

2 **Read again and answer the questions in your notebook.**
1 Name three differences between communication now and in the past.
2 Penfriends were very popular, though letters took very long to arrive. Why do you think this happened?
3 How are online clubs and penfriends different?
4 Which one do you prefer, having a penfriend or joining online clubs?
5 Why do you think Nellie still prefers writing letters until now?
a She feels that letters express her ideas better.
b Her penfriend prefers to receive letters.
c She has no money to buy a smartphone.
d Mobile phones make her stressed.

Vocabulary

3 **Complete the sentences with these words and expressions from the text.**

~~anti-virus software~~ app penfriend password smartphone take it for granted

1 It is important to get an *anti-virus software* for your computer to protect your personal details.
2 You can send emails and use the internet on a ....
3 Choose a strong .... for your computer. Your name or 1234 are not very good ones!
4 In England, people .... that it will rain in the summer.
5 My friend has a great .... on his phone. It knows where all the planes in the sky are going!
6 Sending letters to a .... was very popular in the past.

Speaking

4 **Do you think you will communicate with your best friends for the rest of your life? If yes, how do you think you will do this?**

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OBJECTIVES

Reading: A text about penfriends, reading for detailed understanding; reviews of novels

Writing: Write a review of a book

Listening: An interview with a history teacher, listening for detailed understanding

Speaking: Agree or disagree with someone

Language: Articles, future forms, verbs + infinitive or *-ing* form

Life skills: Critical thinking; Communication

Before you start

1 Elicit different ways of communicating.

2 Initiate a class discussion to answer the two questions.

Reading

1 Read the text and choose the best title.

1 Read the three titles with the class and then allow a few minutes for students to read the text and choose the best title.

2 Check answers and ask students to justify the answer they choose.

Answers

2

2 Read again and answer the questions in your notebook.

1 Encourage students to read the questions before looking for the answers in the text.

2 Let students compare answers with a partner before class feedback.

Answers

1 Now, people have apps and smartphones to communicate. They didn't in the past.
Now, we expect people to reply very soon. In the past, replies took a long time.
Now, we need apps, passwords and anti-virus software. In the past, you only needed a pen and paper.
2 In the past, it was a way for people to compare their lives with people in different places. They could learn a lot about each other's lives by doing this.
3 Most online clubs need a password and access to the internet. Penfriends do not need any technology.
4 Students' own answers
5 a

Vocabulary

3 Complete the sentences with these words and expressions from the text.

1 Students choose words or phrases from the box to complete the sentences. They can do this individually and compare answers in pairs.

2 Check answers as a class.

Answers

1 anti-virus software	2 smartphone
3 password	4 take it for granted
5 app	6 penfriend

Speaking

4 Do you think you will communicate with your best friends for the rest of your life? If yes, how do you think you will do this.

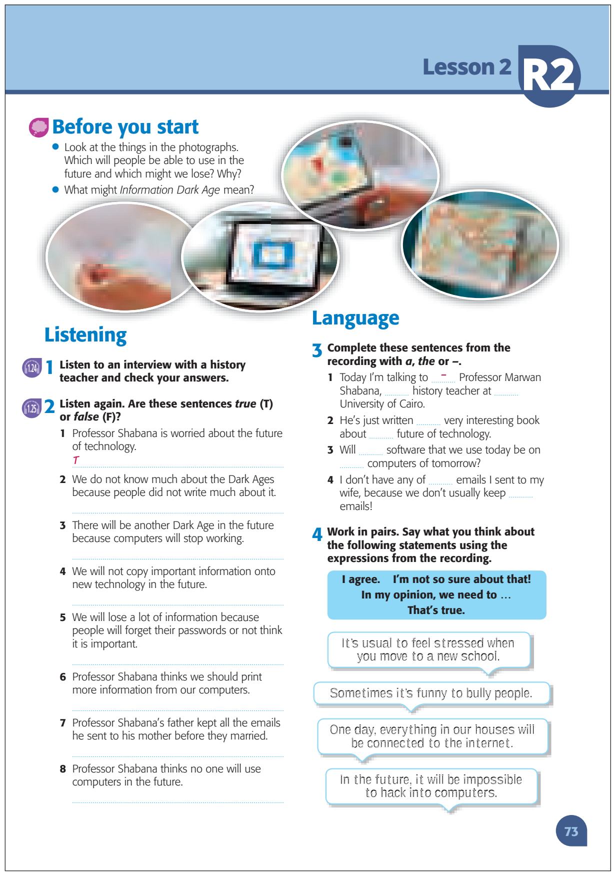
1 Students discuss the questions in pairs or small groups.

2 Ask students to compare their ideas and encourage a class discussion to have various opinions.

Students' own answers.

Lesson 2

SB page 73


Lesson 2 R2

Before you start

- Look at the things in the photographs. Which will people be able to use in the future and which might we lose? Why?
- What might *Information Dark Age* mean?

Listening

1.24 **1 Listen to an interview with a history teacher and check your answers.**

1.25 **2 Listen again. Are these sentences *true* (T) or *false* (F)?**

1 Professor Shabana is worried about the future of technology. *T*
2 We do not know much about the Dark Ages because people did not write much about it. ......
3 There will be another Dark Age in the future because computers will stop working. ......
4 We will not copy important information onto new technology in the future. ......
5 We will lose a lot of information because people will forget their passwords or not think it is important. ......
6 Professor Shabana thinks we should print more information from our computers. ......
7 Professor Shabana's father kept all the emails he sent to his mother before they married. ......
8 Professor Shabana thinks no one will use computers in the future. ......

Language

3 Complete these sentences from the recording with *a*, *the* or –.

1 Today I'm talking to – Professor Marwan Shabana, ... history teacher at ...... University of Cairo.
2 He's just written ...... very interesting book about ...... future of technology.
3 Will ...... software that we use today be on ...... computers of tomorrow?
4 I don't have any of ...... emails I sent to my wife, because we don't usually keep ...... emails!

4 Work in pairs. Say what you think about the following statements using the expressions from the recording.

I agree. I'm not so sure about that! In my opinion, we need to … That's true.

It's usual to feel stressed when you move to a new school.

Sometimes it's funny to bully people.

One day, everything in our houses will be connected to the internet.

In the future, it will be impossible to hack into computers.

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Before you start

1 Draw attention to the photos and elicit the names of the items (sat nav, a map, a letter, emails on a laptop).

2 Initiate a class discussion to answer the questions. Ask students to give reasons for their opinions. They can check their answers in the next exercise.

Listening

1 Listen to an interview with a history teacher and check your answers.

1 Play the recording and ask students to listen for the answer to the questions.

2 Check answers as a class.

Suggested answers

- We will be able to study the printed letters and map, but perhaps we won't be able to study the email or computer map.
- It means that we won't be able to read a lot of our information because new technology won't be able to read it.

Audioscript

Interviewer: *Hello, today I'm talking to Professor Marwan Shabana, a history teacher at the University of Cairo. He's just written a very interesting book about the future of technology. And it's not all good news, is it Professor?*

Professor: *That's true, although no one knows what will happen in the future, of course!*

Interviewer: *What are you worried about?*

Professor: *Well, there was a time in history when very few people wrote about what happened in their lives. We call these the Dark Ages, because we don't know much about this time. I'm worried that we are going to have an information Dark Age in the future.*

Interviewer: *Why is that?*

Professor: *Today we use computer technology for almost all our information. We use computers for our writing, photographs, music and films. This is fantastic, of course, but what will happen to it in the future? The technology of today quickly becomes old. I think that we'll lose a lot of material because new technology won't be able to read it.*

Interviewer: *But we'll copy all the important information onto our new technology, won't we?*

Professor: *I agree, we will. But history teaches us that there are some things we don't think are important today that will be very important in the future. These are the things I worry that we will lose. People won't think something is important to save, or we will forget the passwords to give us this information.*

Interviewer: *What can we do about this?*

Professor: *In my opinion, we need to print more, like we did in the past. Look in a museum and you will see wonderful old paintings, photographs, maps and so on. With care, these will be with us for a long, long time.*

Interviewer: *So, do you think old technology is better than new technology?*

Professor: *I'm not so sure about that! Of course, we need new technology, but will the software that we use today be on the computers of tomorrow? We need old technology as well. For example, my father kept all of his letters to my mother before they married. I don't have any of the emails I sent to my wife, because we don't usually keep emails! I think we need to print more information as well as keeping it on a computer. Then we won't have another Dark Age.*

Interviewer: *It's an interesting idea. Thank you for talking to us.*

2 Listen again. Are these sentences true or false?

1 Students read the sentences before listening to the recording again.

2 Check answers as a class, encouraging students to correct the false statements.

Answers

1 T
2 T
3 F, it will be because we lose information.
4 F, we will copy it (but probably not all of it).
5 T
6 T
7 F, he kept all the letters he sent her.
8 F, he thinks we should keep information on computers as well as printing it.

Language

3 Complete these sentences from the recording with *a*, *the* or – .

1 Go through the example and then ask students to complete the other gaps with *a*, *the* or *no article* (–).

2 Check answers by asking individual students to read out the sentences.

Answers

1 -, a, the 2 a, the 3 the, the 4 the, -

4 Work in pairs. Say what you think about the following statements using the expressions from the recording.

1 Read through the statements in the box, helping with meaning if necessary.

2 Go through the statements, then allow students to do the task in pairs.

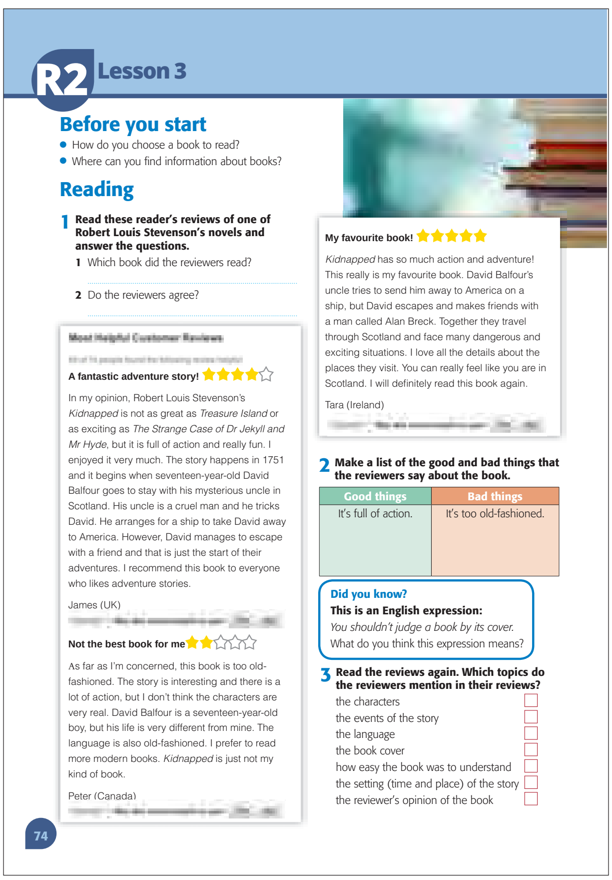
3 Move around the class as they speak, to monitor and help as necessary. Encourage students to give reasons for their opinions.

4 Ask some different students to tell the class their ideas.

Students' own answers.

Lesson 3

SB page 74



R2 Lesson 3

Before you start

- How do you choose a book to read?
- Where can you find information about books?

Reading

1 Read these reader's reviews of one of Robert Louis Stevenson's novels and answer the questions.

1 Which book did the reviewers read?

2 Do the reviewers agree?

A fantastic adventure story!

In my opinion, Robert Louis Stevenson's *Kidnapped* is not as great as *Treasure Island* or as exciting as *The Strange Case of Dr Jekyll and Mr Hyde*, but it is full of action and really fun. I enjoyed it very much. The story happens in 1751 and it begins when seventeen-year-old David Balfour goes to stay with his mysterious uncle in Scotland. His uncle is a cruel man and he tricks David. He arranges for a ship to take David away to America. However, David manages to escape with a friend and that is just the start of their adventures. I recommend this book to everyone who likes adventure stories.

James (UK)

Not the best book for me

As far as I'm concerned, this book is too old-fashioned. The story is interesting and there is a lot of action, but I don't think the characters are very real. David Balfour is a seventeen-year-old boy, but his life is very different from mine. The language is also old-fashioned. I prefer to read more modern books. *Kidnapped* is just not my kind of book.

Peter (Canada)

My favourite book!

Kidnapped has so much action and adventure! This really is my favourite book. David Balfour's uncle tries to send him away to America on a ship, but David escapes and makes friends with a man called Alan Breck. Together they travel through Scotland and face many dangerous and exciting situations. I love all the details about the places they visit. You can really feel like you are in Scotland. I will definitely read this book again.

Tara (Ireland)

2 Make a list of the good and bad things that the reviewers say about the book.

Good things	Bad things
It's full of action.	It's too old-fashioned.

Did you know?

This is an English expression:

You shouldn't judge a book by its cover.

What do you think this expression means?

3 Read the reviews again. Which topics do the reviewers mention in their reviews?

- the characters
- the events of the story
- the language
- the book cover
- how easy the book was to understand
- the setting (time and place) of the story
- the reviewer's opinion of the book

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Before you start

1 Ask students to discuss the questions in pairs.

2 Then, have a brief feedback session as a class.

Students' own answers.

Reading

1 Read these reader's reviews of one of Robert Louis Stevenson's novels and answer the questions,

1 Brainstorm any information students remember about Robert Louis Stevenson.

2 Read the two questions as a class, then ask students to read the two reviews quickly to answer the questions.

3 Check answers as a class.

Answers

1 Kidnapped

2 No, Peter did not enjoy the book, although James and Tara liked it.

2 Make a list of the good and bad things that the reviewers say about the book.

1 Read the example, then put students in pairs to complete the table.

2 Ask different pairs to compare their answers, then check as a class.

Answers

Good things: fun, an interesting story, exciting, full of details, you feel like you are in Scotland.

Bad things: not as good as some of his other books, the characters are not very real, the language is old-fashioned.

Did you know?

1 Read the *Did you know?* box and discuss its meaning. Explain *judge* (make an opinion about) and *cover* (of a book) if necessary.

2 Ask students if they know any other English expressions like this. What do they mean?

Answers

You cannot always tell what something is like by looking at it. A book with a boring cover may contain a very exciting story. Similarly, a basketball team of small players may look weak, but they may be very good.

3 Read the reviews again. Which topics do the reviewers mention in their reviews?

1 Go through the list and check their understanding.

2 Students can read the reviews again if necessary to complete the task, individually or in pairs.

3 Check answers as a whole class.

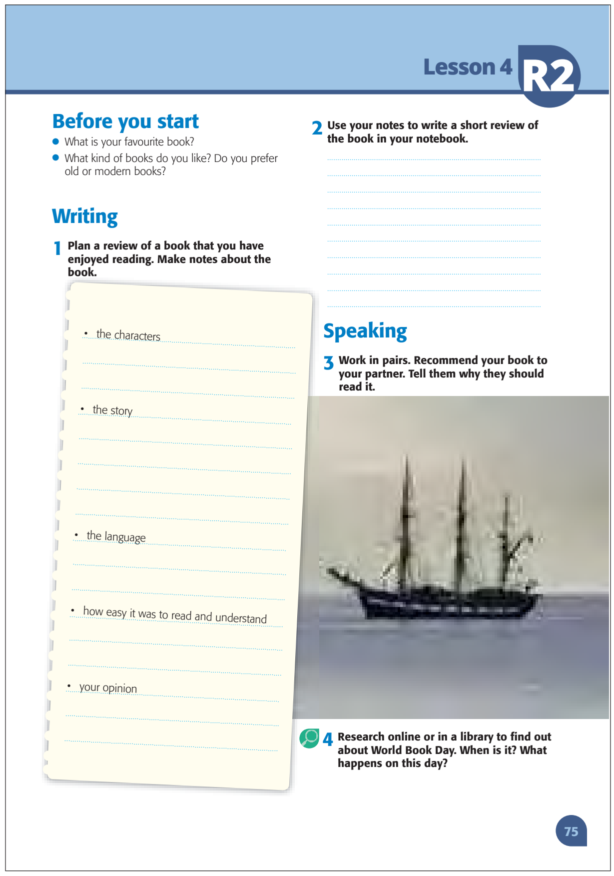
4 Remind students to include similar details when they write a review.

Answers

the characters ✔
the events of the story ✔
the language ✔
the book cover
how easy the book was to understand
the reviewer's opinion of the book ✔
the setting (time and place) of the story

Lesson 4

SB page 75



Lesson 4 R2

Before you start

- What is your favourite book?
- What kind of books do you like? Do you prefer old or modern books?

Writing

1 Plan a review of a book that you have enjoyed reading. Make notes about the book.

- the characters
- the story
- the language
- how easy it was to read and understand
- your opinion

2 Use your notes to write a short review of the book in your notebook.

Speaking

3 Work in pairs. Recommend your book to your partner. Tell them why they should read it.

4 Research online or in a library to find out about World Book Day. When is it? What happens on this day?

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Before you start

1 Ask students to discuss the questions in pairs.

2 Have a brief feedback session as a class. Ask them to give reasons why they prefer modern or older books.

Students' own answers.

Writing

1 Plan a review of a book that you have enjoyed reading. Make notes about the book.

1 Go over the instructions with the class.

2 Allow students time to write notes under each heading,

3 Students can compare their notes.

Students' own answers.

2 Use your notes to write a short review of the book in your notebook.

1 Students use the notes they made in Exercise 1 to write a short review.

2 They can refer back to the reviews on page 74 to act as models if they wish.

Students' own answers.

Speaking

3 Work in pairs. Recommend your book to your partner. Tell them why they should read it.

1 Students take turns to recommend their books, using the notes and review they have made.

2 Go around and monitor, making a note of any common errors. You can go over these at the end.

3 You could ask some students to tell the class about their book.

Students' own answers.

4 Research online or in a library to find out about World Book Day. When is it? What happens on this day?

1 Students can do the research in class or for homework.

2 Ask students to report back on what they found (this could be in the next lesson). Put their ideas on the board.

Answers

World Book Day is celebrated throughout the world on 23 April (in most countries, though the UK celebrated it in March). It celebrates the importance of reading. There are different events in different countries. In Egypt, the day raises public awareness of writers, books and the importance of literacy. In the UK, every child is given a special token to buy a book.

Treasure Island: Chapters 4–6

SB pages 76–77

Vocabulary

1 Choose the correct answer from a, b, c, or d.

1 People who suffer from starvation usually need food ....
a supplies b surveys
c reviews d analysis

2 Our brave army soldiers .... our country against enemies.
a offend b defend
c attack d fight

3 When did you .... to your office?
a stay b reach
c arrive d get

4 I usually .... my friends by using my mobile phone.
a communicate b connect
c contact d control

5 A .... is a heavy metal weapon.
a knife b cannon
c pistol d gun

6 What are the .... and disadvantages of the internet?
a advantages b points
c sides d demerits

7 My mother .... down to take the little girl into her arms.
a broke b fell
c knelt d raised

8 I used to depend on myself and do the homework .... my own.
a on b of
c from d with

9 The young man behaved foolishly, so people believed he was ....
a wise b polite
c active d crazy

10 Captain Smollett had a .... to save the ship from Silver and his men.
a plane b plan
c plain d pain

11 Archaeologists try to look for the .... of the pharaohs.
a pleasures b pressures
c treasures d sessions

12 The referee blew his .... to end the match.
a whistle b fire
c gun d voice

13 If you have a ...., you should see your doctor.
a habit b disease
c review d custom

14 I saw a lot of boats near the sea ....
a shore b bank
c valley d canal

15 We .... our friend Ali because he never tells lies.
a disagree b agree
c trust d distrust

16 In the morning, I usually see a lot of birds on the .... of trees.
a roots b branches
c seeds d trunks

17 Children played on the .... and made sandcastles.
a beach b bank
c shore d mud

18 Can I .... the poetry competition, please?
a Take place b take part
c go d join

19 At work, the team has a great .... who tells each one what to do.
a fool b captain
c leader d fellow

20 The worker used a .... to make a hole on the ground.
a saw b spade
c knife d hammer

2 Read and fill in the missing word, using the words in the box.

guarded prevent role treasures

The ancient Egyptian civilization is well-known all over the world. Even today, Egyptian archaeologists are trying to find the (1) .... of the Pharaohs. Such important things need to be well (2).......... to stop people from taking them. We must (3).......... anyone from trying to damage or steal anything related to our great civilization. It is the (4).......... of all of us to protect our wonderful monuments.

3 Answer these questions.

1 Do you agree that Flint was an evil man? Why?/ Why not ?
....
2 Describe the Treasure Island. What does it look like? What is on the island?
....
3 Was Jim mistaken when he decided to go to the island? Why do you think so?
....
4 Do you think that Jim is right to trust Ben Gun? Why?/Why not?
....
5 What do we find out about the character of Silver when he goes onto the island?
....

4 Choose the correct answer.

1 .... jumped behind a tree. So, Jim decided to walk back towards the beach.
a A huge animal
b Ben Gun
c Flint
d John Silver

2 Jim thought that Ben Gun was crazy because..........
a he wanted to kill him.
b he said he had found the treasure.
c he said he was rich.
d he asked Jim to lend him money.

3 What happened when Trelawney stood up with a gun and fired at the pirates?
a No one was killed.
b They fired at him and he was injured.
c They cried and ran away.
d One of them fell.

4 When Dr Livesy and Hunter reached the island, they walked a little way and then they found a fort which ....
a had been destroyed before.
b was big enough for about twenty-five people and was very well defended.
c was not big enough and was very badly defended.
d was small and not defended well.

5 Match characters with events.

Characters	Events
1 Jim	a was left on the island by a ship and lived on fish and fruit there.
2 Silver	b said, "We keep the flag! It will show the pirates that we are not frightened of them!"
3 Ben Gun	c couldn't trust anything Silver said.
4 Captain Smollett	d helped Captain Smollett to sail the boat closer to the shore.
5 Dr Livesy	e is the narrator of Chapter 6.

6 Imagine that you are Jim. Write a diary entry about your time on the island.



WORKBOOK PAGES 128-131

Vocabulary

1 Choose the correct answer from a, b, c or d.

1 Encourage students to read the whole sentence before answering each question.

2 Give students enough time to read and answer all twenty questions.

3 Check answers as a class.

Answers

1 a	2 b	3 d	4 c	5 b
6 a	7 c	8 a	9 d	10 b
11 c	12 a	13 b	14 a	15 c
16 b	17 a	18 d	19 c	20 b

Reading

2 Read and fill in the missing word using the words in the box.

1 Ask students to read through the text.

2 Point out that some of the words are nouns and some are verbs. This should help students to understand what kind of word is needed for each gap

3 Give students a few minutes to complete the text.

4 Check answers as a class.

Answers

1 treasures	2 guarded
3 prevent	4 role

3 Answer these questions.

1 Read through the questions and explain any unknown words.

2 Allow students plenty of time to think about the answers.

3 Check answers as a class. Encourage students to justify their answers.

Suggested answers

1 Yes, I think that Flint was evil because he killed the other sailors.
2 I think there is a beach, and trees and fresh water. I think it's hot and there is a lot of greenery. There is a fort on the island.
3 Yes, I think that Jim made a mistake because he should have stayed on the ship to watch the other sailors.
4 Yes, I think he was right. Ben Gun has been honest with Jim, so he should trust him.
5 We realize that he is greedy and cruel.

4 Choose the correct answer.

1 Read through the questions and explain any unknown words.

2 Give students a few minutes to complete the exercise.

3 Check answers as a class.

Answers

1 b 2 c 3 d 4 b

5 Match the characters with the events.

1 Ask students to read the descriptions of the events and explain any unknown words.

2 Give students enough time to match the people to the events.

3 Check answers as a class.

Answers

1 c 2 d 3 a 4 b 5 e

Writing

6 Imagine that you are Jim. Write a diary entry about your time on the island.

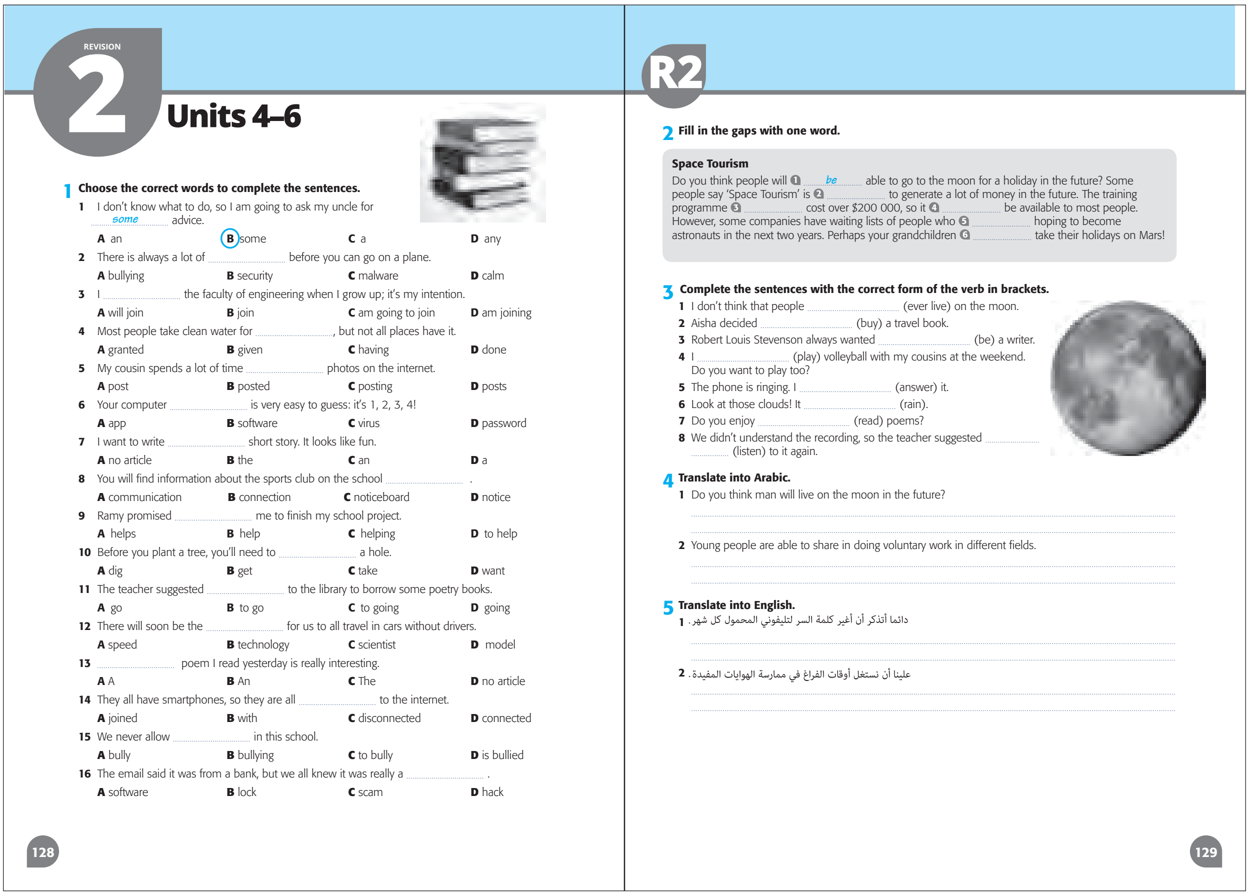
1 Go through the instructions.

2 Encourage students to make notes before they start writing. As they are preparing, move around the room offering support as required.

3 Students can write the article in class or at home.

Students' own answers.

WB page 128–131



REVISION 2

Units 4–6

1 Choose the correct words to complete the sentences.

1 I don't know what to do, so I am going to ask my uncle for *some* advice.
A an — B some — C a — D any

2 There is always a lot of .... before you can go on a plane.
A bullying — B security — C malware — D calm

3 I .... the faculty of engineering when I grow up; it's my intention.
A will join — B join — C am going to join — D am joining

4 Most people take clean water for ...., but not all places have it.
A granted — B given — C having — D done

5 My cousin spends a lot of time .... photos on the internet.
A post — B posted — C posting — D posts

6 Your computer .... is very easy to guess: it's 1, 2, 3, 4!
A app — B software — C virus — D password

7 I want to write .... short story. It looks like fun.
A no article — B the — C an — D a

8 You will find information about the sports club on the school ....
A communication — B connection — C noticeboard — D notice

9 Ramy promised .... me to finish my school project.
A helps — B help — C helping — D to help

10 Before you plant a tree, you'll need to .... a hole.
A dig — B get — C take — D want

11 The teacher suggested .... to the library to borrow some poetry books.
A go — B to go — C to going — D going

12 There will soon be the .... for us to all travel in cars without drivers.
A speed — B technology — C scientist — D model

13 .... poem I read yesterday is really interesting.
A A — B An — C The — D no article

14 They all have smartphones, so they are all .... to the internet.
A joined — B with — C disconnected — D connected

15 We never allow .... in this school.
A bully — B bullying — C to bully — D is bullied

16 The email said it was from a bank, but we all knew it was really a ....
A software — B lock — C scam — D hack

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R2

2 Fill in the gaps with one word.

Space Tourism

Do you think people will (1) *be* able to go to the moon for a holiday in the future? Some people say 'Space Tourism' is (2) .... to generate a lot of money in the future. The training programme (3) .... cost over $200 000, so it (4) .... be available to most people. However, some companies have waiting lists of people who (5) .... hoping to become astronauts in the next two years. Perhaps your grandchildren (6) .... take their holidays on Mars!

3 Complete the sentences with the correct form of the verb in brackets.

1 I don't think that people .... (ever live) on the moon.
2 Aisha decided .... (buy) a travel book.
3 Robert Louis Stevenson always wanted .... (be) a writer.
4 I .... (play) volleyball with my cousins at the weekend. Do you want to play too?
5 The phone is ringing. I .... (answer) it.
6 Look at those clouds! It .... (rain).
7 Do you enjoy .... (read) poems?
8 We didn't understand the recording, so the teacher suggested .... (listen) to it again.

4 Translate into Arabic.

1 Do you think man will live on the moon in the future?
....
2 Young people are able to share in doing voluntary work in different fields.
....

5 Translate into English.

1 دائما أتذكر أن أغير كلمة السر لتليفوني المحمول كل شهر.
....
2 علينا أن نستغل أوقات الفراغ في ممارسة الهوايات المفيدة.
....

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Before you start

Remind students that this Revision unit in the Workbook reviews the language covered in units 4 to 6 in the Student's Book. It uses the format of the end of year exams to give them practice in exam-style questions.

1 Choose the correct words to complete the sentences.

1 Go through question 1 with the class directing attention to the example answer and asking students to say why B is the correct answer (advice is uncountable and the sentence is affirmative).

2 Students work in pairs or individually to complete the exercise. Encourage them to think about why the other answers are incorrect.

3 Go through answers with the class. Remind students they can look back at the appropriate pages in the Student's Book if they need to review any areas of language in more detail.

Answers

1 B	2 B	3 C	4 A	5 C	6 D
7 D	8 C	9 D	10 A	11 D	12 B
13 C	14 D	15 B	16 C		

2 Fill in the gaps with one word.

1 Draw attention to the photograph and the title of the text.

2 Encourage students to read the whole text without worrying about the gaps in order to get a general idea of the topic.

3 Go through the example with the class, checking understanding.

4 Allow students a few minutes to complete the other gaps.

5 Put students in pairs to compare answers and then go through the answers with the whole class.

Answers

1 b 2 going 3 will 4 won't
5 are 6 will

3 Translate the following into Arabic.

1 Read the sentences with the class and allow time for students to write the translations.

2 Invite three or four students to read their answers out to the class.

Answers

١ -هل تعتقد أن الإنسان سوف يعيش على القمر في المستقبل؟

٢ -إن الشباب قادر على المشاركة في القيام بالعمل التطوعي في شتى المجالات.

4 Complete the sentences with the correct form of the verb in brackets.

1 Students complete the gaps with the correct form of the verb. They can do this individually and check answers in pairs.

2 Go over the answers with the whole class.

Answers

1 will ever live
2 to buy
3 to be
4 am playing/am going to play
5 will answer
6 is going to rain
7 reading
8 listening

5 Translate the sentences into English.

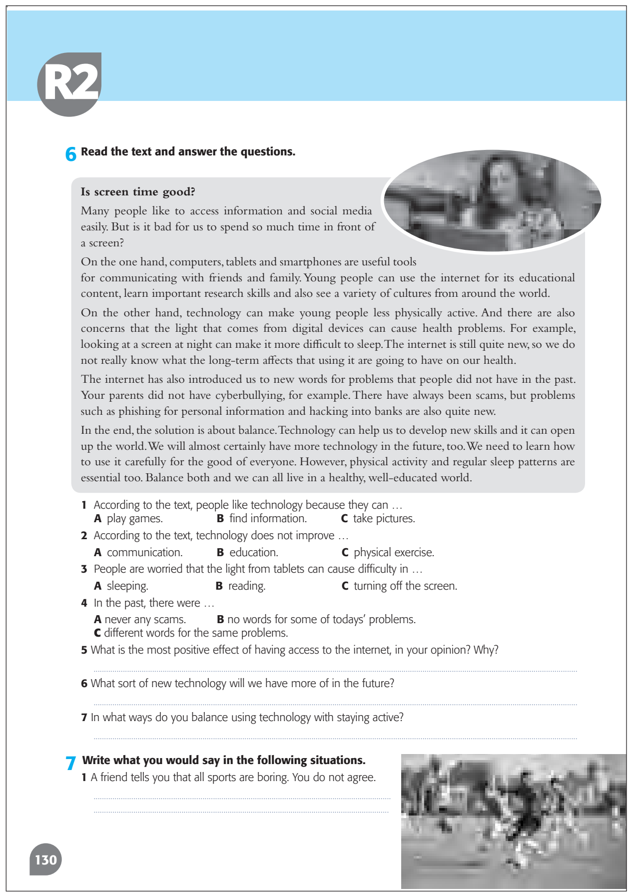
1 Allow students time to write their answers.

2 Invite three or four different students to read their answers to the class.

Answers

1 I always remember to change my cell phone password every month.
2 We should use our free time to do/practise/ engage in new hobbies.

WB page 130



R2

6 Read the text and answer the questions.

Is screen time good?

Many people like to access information and social media easily. But is it bad for us to spend so much time in front of a screen?

On the one hand, computers, tablets and smartphones are useful tools for communicating with friends and family. Young people can use the internet for its educational content, learn important research skills and also see a variety of cultures from around the world.

On the other hand, technology can make young people less physically active. And there are also concerns that the light that comes from digital devices can cause health problems. For example, looking at a screen at night can make it more difficult to sleep. The internet is still quite new, so we do not really know what the long-term affects that using it are going to have on our health.

The internet has also introduced us to new words for problems that people did not have in the past. Your parents did not have cyberbullying, for example. There have always been scams, but problems such as phishing for personal information and hacking into banks are also quite new.

In the end, the solution is about balance. Technology can help us to develop new skills and it can open up the world. We will almost certainly have more technology in the future, too. We need to learn how to use it carefully for the good of everyone. However, physical activity and regular sleep patterns are essential too. Balance both and we can all live in a healthy, well-educated world.

1 According to the text, people like technology because they can …
A play games. **B** find information. **C** take pictures.
2 According to the text, technology does not improve …
A communication. **B** education. **C** physical exercise.
3 People are worried that the light from tablets can cause difficulty in …
A sleeping. **B** reading. **C** turning off the screen.
4 In the past, there were …
A never any scams. **B** no words for some of todays' problems.
C different words for the same problems.
5 What is the most positive effect of having access to the internet, in your opinion? Why?
6 What sort of new technology will we have more of in the future?
7 In what ways do you balance using technology with staying active?

7 Write what you would say in the following situations.
1 A friend tells you that all sports are boring. You do not agree.

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6 Read the text and answer the questions.

1 Look at the photo and draw attention to the title of the text.

2 Encourage students to read through the questions and all the answer options before reading the text.

3 Allow students time to complete their answers.

4 Ask students to compare answers in pairs before class feedback.

5 Initiate a brief discussion to compare students' answers to questions 4–7.

Answers

1 B 2 C 3 A
4 B 5–7 Students' own answers

7 Write what you would say in the following situations.

1 Ask students to read the three situations and to think carefully about what they would say in each, using the functional language they have learned.

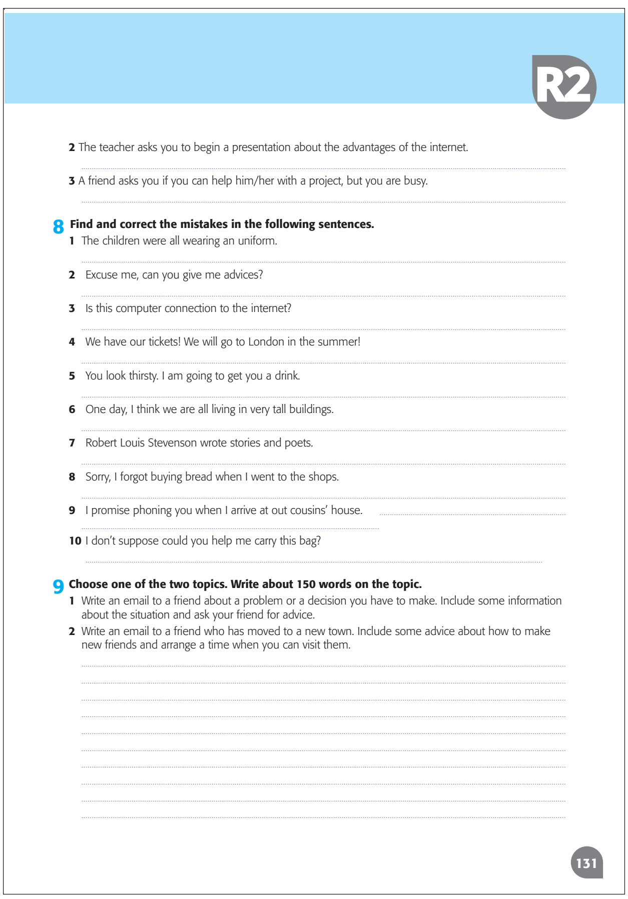
2 Students can compare answers with their partners.

3 Check their answers as a class. Accept any correct alternatives.

Answers

1 I don't agree./I'm not sure about that.
2 Today, I'm going to talk about the advantages of the internet.
3 No, I'm afraid I can't. (I'm busy.)

WB page 131


R2

2 The teacher asks you to begin a presentation about the advantages of the internet.

3 A friend asks you if you can help him/her with a project, but you are busy.

8 Find and correct the mistakes in the following sentences.

1 The children were all wearing an uniform.
2 Excuse me, can you give me advices?
3 Is this computer connection to the internet?
4 We have our tickets! We will go to London in the summer!
5 You look thirsty. I am going to get you a drink.
6 One day, I think we are all living in very tall buildings.
7 Robert Louis Stevenson wrote stories and poets.
8 Sorry, I forgot buying bread when I went to the shops.
9 I promise phoning you when I arrive at out cousins' house.
10 I don't suppose could you help me carry this bag?

9 Choose one of the two topics. Write about 150 words on the topic.

1 Write an email to a friend about a problem or a decision you have to make. Include some information about the situation and ask your friend for advice.
2 Write an email to a friend who has moved to a new town. Include some advice about how to make new friends and arrange a time when you can visit them.

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8 Find and correct the mistakes in the following sentences.

1 Read the first sentence as a class and elicit the mistake (*an* should read *a*).

2 Now, ask students to continue the task. They can work individually or in pairs.

3 Check answers as a class.

Answers

1 The children were all wearing **a** uniform.
2 Excuse me, can you give me **some** advice.
3 Is this computer **connected** to the internet?
4 We have our tickets! We **are going** to London in the summer!
5 You look thirsty. I **will get** you a drink.
6 One day, I think we **will all live** in very tall buildings.
7 Robert Louis Stevenson wrote stories and **poems**.
8 Sorry, I forgot **to buy** bread when I went to the shops.
9 I promise **to phone** you when I arrive at our cousins' house.
10 I don't suppose **you could** help me carry this bag?

9 Choose one of the two topics. Write about 150 words on the topic.

1 Point out that students have to choose one of the two topics. Go through both options and help students with understanding as necessary.

2 Give students time to plan their writing: remind them to think about all the points in the task, how to separate different ideas into paragraphs and how to start and finish the email.

3 Allow time for students to write their emails.

4 Go around and offer help where needed. Make sure they use some of the language from the units.

5 Tell students to compare their emails with their partners.

6 Finally, either take the emails in to correct or ask three or four students to read out their emails to the class.

Students' own answers.



Practice Exercises



1 Practice Exercises

1 Choose the correct words to complete the sentences.

1 Dalia didn't have .... friends when she started at her new school.
A the **B** some **C** a **(D)** any

2 In Egypt, students in primary school have to wear .... uniform.
A the **(B)** a **C** an **D** no article

3 The teacher gave us .... homework for the next lesson.
A a **B** many **(C)** some **D** any

4 What do you intend to study when you join the university?
I .... engineering.
A will study **(B)** am going to study **C** study **D** would study

5 Why .... you volunteer at the new youth club next summer?
(A) don't **B** didn't **C** do **D** did

6 Did you .... your arm yesterday?
A broke **(B)** break **C** breaking **D** broken

7 We should .... money to charities to help the poor.
(A) donate **B** steal **C** take **D** refuse

8 The beach was really ...., so we couldn't find a place to sit.
A beautiful **B** exotic **(C)** crowded **D** isolated

2 Fill in the gaps with one word.

Next week, our school 1 ......*is*...... holding a special event to help students to 2 *learn/know* what to do after their exams. In the morning, we're 3 ......*going*...... to watch videos about career choices and listen to speeches by people with different jobs. I think we 4 ......*will*...... be able to ask questions, but I'm not certain. In the afternoon, we're going 5 ......*to*...... work in groups and do some more research about the jobs we 6 ......*are*...... interested in.

3 Translate the following into Arabic.

1 Ecotourism aims at providing holidays to places which are endangered and isolated.
تهدف السياحه البيئيه الي تنظيم/ توجيه الرحلات/ الاجازات الي الاماكن المعرضه للخطر و النائية.

2 Try to avoid mixing with bad friends who have bad habits.
حاول ان تتجنب الاختلاط مع اصدقاء السوء الذين يمارسون العادات السيئة.

4 Translate the following into English.

1 ذهبنا الى الشاطىء في نهاية الأسبوع الماضي و استمتعنا بالسباحة في البحر.
At the weekend, we went to the beach and enjoyed swimming in the sea.

2 هل سبق لك ان قضيت اجازة الصيف مع اصدقائك خارج القاهرة؟
Have you ever spent the summer holiday with your friends outside Cairo?

Practice Exercises 1

5 Read the text and answer the questions.

Cyberbullying

The word **cyberbullying** refers to bullying on the internet or on a smartphone. Most teenagers have experienced some kind of cyberbullying, and it affects both girls and boys. One problem is getting offensive messages on social media, in texts or emails. Another problem is when bullies post personal information or pictures of someone. Sometimes it can be anonymous, and that means the victims don't know who is attacking them, which can be very stressful.

Teenagers need to know that they can talk to an adult about what is happening. It's important to report bullies on websites and the police can also help. Any kind of bullying can have serious consequences, so most schools have systems to deal with cyberbullying. It is very important to report any problems and help everyone to stay safe online.

1 Cyberbullying affects ....
A boys. **B** girls. **C** boys and girls.

2 Most teenagers have to ....
A talk to adults about cyberbullying. **B** have been bullies. **C** experience cyberbullying.

3 Cyberbullying is not ....
A unusual. **B** anonymous. **C** a problem.

4 Who needs to be safe online?
A friends **B** adults **C** everyone

5 What are the best ways of staying safe online?
The best ways of staying safe online is to report any problem.

6 What can you do if you discover someone you know is a cyberbully?
I must talk to an adult about him/her or report him/her on websites (and the police can help).

7 Why do some people become bullies?
Student's own answers.

6 Choose one of the two topics. Write about 150 words on the topic.

1 Write a three-paragraph essay about the advantages and disadvantages of living in a place which is a popular tourist destination. Include your opinion on whether it is a good or bad thing.

2 Write an email to a friend telling him about a place you would like to visit on holiday. Include reasons why you want to go there, what you would do there and what time of year you would like to go.
Student's own answers.

2 Practice Exercises

1 Choose the correct words to complete the sentences.

1 Have you finished .... your room yet?
A to clean **(B)** cleaning C clean D cleaned

2 I forgot .... my calculator to school.
A bring B bringing C brought **(D)** to bring

3 Basel offered .... me with my homework.
A helped B helping **(C)** to help D help

4 Egyptian cotton clothes .... all over the world.
A are selling B sell **(C)** are sold D sold

5 The .... is the natural world around us.
A atmosphere **(B)** environment C location D situation

6 I have a new .... on my smartphone which helps me practise foreign languages.
A hack **(B)** app C connection D scam

7 A person who writes poetry is called a ....
A journalist B novelist C poem **(D)** poet

8 A novel is a long written ....
A article B history **(C)** story D poem

2 Fill in the gaps with one word.

I am always careful when I ❶ *do* my shopping online. I use a different password for each site, and my passwords ❷ *are* usually quite complicated. This is because I ❸ *had* a bad experience once when I ❹ *was* buying a pair of shoes online. I got a strange email from the website and I ❺ *didn't* know what to do with it. In the end, I opened the email and my computer turned off and on again. Some criminals ❻ *were/started* attacking my computer.

3 Translate the following into Arabic.

1 The Internet of Things (IOT) is developing very fast in a lot of fields.

تطور إنترنت الاشياء بسرعه جداً في كثير من المجالات.

2 I'm going to buy some new clothes for the party next weekend.

سوف اشتري ملابس جديده للحفله في نهايه الأسبوع القادم.

4 Translate the following into English.

1 اضطررت أن أعيد كتابة واجب اللغة الانجليزية لأني أجبت على سؤال بطريقة خاطئة.

I had to rewrite the English homework because I (had) answered a question in a wrong way/wrongly.

2 سوف يستعمل الفندق الجديد مواد و طاقة آمنة على البيئة.

The new hotel will/is going to use environmentally/friendly/safe materials.

Practice Exercises 2

5 Read the text and answer the questions.

Tourist or Traveller?

Some people say that a tourist visits the sights, but a traveller talks to the local people. This is because different people want different experiences when they go on holiday.

Some tourists prefer food which is familiar to them and so they often look for famous fast food restaurants, or food from their own country. They want to see the famous museums, monuments and beaches, and they will usually speak in their own language when they go abroad.

On the other hand, travellers will usually learn a few phrases in the local language, and they want to eat in typical cafés and restaurants. Sometimes they will look for places to visit that are less famous because they enjoy finding something a little different.

Today both travellers and tourists are learning about their impact on the environment. It seems that whatever type of traveller you are, it's always good to respect the places you visit so that other people can enjoy them, too.

1 Why do travellers go to foreign countries?
A To see the sights. **(B)** To meet new people. **C** To take photographs.

2 Tourists do not usually …
A speak English. **(B)** go to local restaurants. **C** visit famous monuments.

3 Travellers try to …
(A) speak the local language. **B** eat at fast food restaurants. **C** go to famous beaches.

4 These days, tourists and travellers both …
A visit famous monuments. **(B)** reduce their impact on the environment.
C eat at local restaurants.

5 What type of damage can tourism cause? Why is it important not to damage the places we visit?
Tourists can damage historic places, it is important not to damage them because they are very valuable /they represent the heritage of the country.

6 Which type of visitor do you think you are most similar to? Why?
Student's own answers.

7 Do you think that travelling to different countries changes how you see the world? Why? / Why not?
Student's own answers.

6 Choose one of the two topics. Write about 150 words on the topic.

1 Write a summary of a story you read and enjoyed.

2 Write an autobiography describing your life so far. Include your interests and experiences, and say what you hope to do in the future.
Student's own answers.

3 Practice Exercises

1 Choose the correct words to complete the sentences.

1 .... your parents usually donate blood?
Yes, they always do so.
(A) Do B Did C Why D When

2 When Aya visited me I .... my room. So, she offered to help me.
A decorate (B) was decorating C am decorating D decorating

3 I remember .... that young men last summer when I was in Sharm El Sheikh.
A to see B see (C) seeing D had seen

4 Sadly, my uncle has been ill .... he was a young man.
A for B when C ago (D) since

5 The tennis player is .... for doing a lot of voluntary work.
(A) admired B not respected C interested D disliked

6 The Galapagos Islands in Ecuador are famous for the .... animals such as the turtles which live there.
A unknown (B) unique C wild D huge

7 The police .... the young man of stealing the money.
A excused B thanked (C) accused D rewarded

8 It is taken for .... that bullying is a bad behaviour which we all must change.
(A) granted B refusal C denial D decided

2 Fill in the gaps with one word.

Last year, we learnt about pollution at school, so in the summer I decided to ❶ ......*go*...... on a volunteering holiday ❷ ......*with*...... my friends. We had to clean ❸ ......*the*...... beaches along the north coast. There ❹ ......*was*...... a lot of plastic rubbish like water bottles and plates in the sand. We worked in teams, and each team cleaned a different part ❺ ......*of*...... the beach. We were careful not to damage ❻ ......*any*...... shells or wildlife.

3 Translate the following into Arabic.

1 I remember playing that card game when I was a child.
......اتذكر لعبي/اني لعبت الكوتشينة عندما كنت طفلاً.

2 Which do you prefer: reading a poem or a short story?
......ايهما تفضل: قراءة قصيدة أم (قراءة) قصة قصيرة؟

4 Translate the following into English.

1 ولد روبرت ستيفنسن في اسكتلندا في عام ١٨٥٠ و مات عن عمر يناهز ٤٤ عاما.
Robert Stevenson was born in Scotland in 1850 and died when he was 44.

2 لقد انتهيت تواً من تناول الغذاء و سوف أتصل بك في خلال عشر دقائق.
I have just finished having/eating lunch and I will/am going to phone you within ten minutes.

Practice Exercises 3

5 Read the text and answer the questions.

Mary Shelley

In 2018, it was two hundred years since the publication of the Gothic novel *Frankenstein, or the Modern Prometheus*. It was written by Mary Shelley, who was born in London in 1797. She was the daughter of the famous writer, Mary Wollstonecraft, and the philosopher, William Godwin. Mary didn't go to school, but she educated herself using her father's library at home.

In 1812, Mary met the poet, Percy Bysshe Shelley, and in 1816, they married each other in France. Then, in 1817, Mary wrote a travel book about the journey she took with Shelley to France and Switzerland. After her husband's death in 1822, Mary returned to England and she continued to write novels. Many people think that *The Last Man* (1826) is her best book, but *Frankenstein* is Mary Shelley's most famous novel. It tells the story of what happens when a scientist creates a human being. There have been many different films about the story. Some of them are frightening but others are comedies.

1 When was the first publication of *Frankenstein*?
   A 2018 **B** 1818 (circled) **C** 1797
2 Mary Shelley was born in London and became a ....
   A poet. **B** writer. (circled) **C** philosopher.
3 Mary Shelley's most famous book is ....
   A a travel book. **B** *The Last Man.* **C** *Frankenstein.* (circled)
4 *Frankenstein* is a ....
   A Gothic novel. (circled) **B** comedy. **C** poem.
5 Mary Shelley didn't go to school. Do you think it is easier or more difficult to educate yourself today? Why?
   Student's own answers.
6 Why do you think so many film versions of *Frankenstein* have been made?
   Because it was a very famous novel. Or: Because it is a Gothic novel.
7 What kind of stories frighten you? Why do they frighten you?
   Suggested answer: Gothic stories because they are about frightening things that happen in mysterious old buildings and lonely places. Or: Student's own answers.

6 Choose one of the two topics. Write about 150 words on the topic.

1 Write about a website that you think is useful for school work. Explain what information is on the site and why it is useful for students.
2 Write a blog post on the age you think children should start using the internet. Add photos if you can.
   Student's own answers.

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